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ABSTRACT

The curriculum guide presents the activities component of the Human Development Program for the second grade. The Human Development Program (HDP) is an affective curricular approach developed by psychologists to aid teachers in instilling responsibility and self-confidence in children. The guide presents topics and directions for 180 sequential Human Development Sessions in which teachers and students sit in a circle (called a Magic Circle) for 20 minutes each day to talk about feelings. The topics are based upon awareness, self-confidence, and social interaction. The major objectives are to encourage children to show acceptance of themselves and others, and to listen to and focus upon the feelings of others. Second grade discussion topics reinforce these objectives by articulating a wide range of experiences in positive and negative feelings, encouraging positive self-concepts, and providing opportunities for students to make suggestions for improving group functioning. Topics include pleasant feelings and unpleasant feelings, getting and giving approval, getting attention, doing something that somebody liked, and knowing the truth but lying anyway. The format of each Magic Circle topic includes instructions to the teacher on how to prepare the session, explain the topic, lead the daily session, and help the children review and summarize what they learned. (Author/DB)

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HUMAN DEVELOPMENT PROGRAM

Uvaldo Palomares, Ed.D. and Geraldine Ball, M.S.

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Level II
Activity Guide
Revised 1972
by
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FOREWORD

The reader is now in possession of one part of the Human Development Program. This is Level II of the Lesson Guides. Three levels have preceded, and four more levels are to follow. These eight levels comprise the Activity Guides portion of the program on the elementary level. In addition, there are the Developmental Profile scales and theoretical materials.

Before proceeding to examine or use the contents of this activity guide, it is recommended that the teacher read the Theory Manual. These materials provide a strong background and give the rationale for the activities that are used. They also explain how they have been derived from research with the children, why there are the three basic themes of awareness, mastery and social interaction, why different emphases are placed at different age levels, and how the sequential arrangement for best development was determined.

For the teacher's guidance the rationale behind the activity is given. However, only after a thorough reading of the Theory Manual, will the teacher have sufficient background and understanding of the program to realize that these activities are not just interesting ideas that were thought up. Rather, the teacher will realize that these ego-strengthening and character-building activities appear here only after the antecedents of neurosis were studied clinically and the problem areas were field tested with large numbers of children over many years to see what is meaningful and useful to them as they are able to see the issues. The reader now holds one broad link, therefore, in the long and fascinating chain of human development.

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INTRODUCTION

The Human Development Program . . .

is a curricular approach which is designed to give children the opportunity to become constructively involved in developing their own personal effectiveness, self-confidence, and understanding of the causes and effects in interpersonal relationships. The program capitalizes on the basic drives of children to achieve mastery and gain approval.

The Human Development Program incorporates what master teachers do every day to instill responsibility and self-confidence in children. It is a systematic plan which reduces the chance factor for growth in the affective domain. The scope and sequence of the activities provide experiential lessons for the development of skills children need for effective personal adjustment, success in academic endeavors, and other life challenges. The child learns to appreciate what others do for him. He is permitted to be honest about his resentments instead of learning to deny their existence or to repress them. For twenty minutes each day, the learning climate for the children is open and free in the security of the circle session.

In the Circle Session . . .

the children and their teacher, who serves as leader/catalyst, verbally explore themselves and each other every day through group interaction in activities related to specific goals. These goals are met by using group techniques tailored for elementary school children.

Throughout the twenty-minute session, an atmosphere of acceptance prevails. Children are encouraged to share their feelings genuinely and to learn to listen and observe others.

The teacher's role is to begin the activity by explaining the topic for discussion and, if necessary, to demonstrate what is expected of the children by "going first". After each child has had an opportunity to participate, the teacher helps the children to review and summarize what was learned in the session. Progressively, the teacher says less in each session – giving more of the responsibility to the children as they are ready to assume it. Sample circle topics are:

"It made me feel good when . . ."
"I made someone feel bad when I . . ."
"Something I do very well is . . ."
"What can I do for you?"

In preschool and kindergarten, the children participate in "Mastery" sessions which are specifically designed to give them deserved positive feed-back which enhances their feelings about their own ability to manipulate their environment, thus building their self-esteem.

The Design of the Human Development Program . . .

is semi-structural, flexible, and open-ended. It is a developmental curriculum in the area of affective education. The experiences at each level prepare children to move into each sequential level progressively. The program is much like a developmental reading program, in that the skills learned at one level form the foundation for growth in the next.

Even though the program is designed to begin with four year olds, it may be inaugurated at any level. Currently available are Levels A (pre-school); B (kindergarten) and I, II, III and IV, corresponding to the respective grade levels. Levels V and VI for grades five and six are in the developmental stage, and will be available at a later date.

Inquiries regarding the program materials may be directed to the authors at the address below:

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7574 University Avenue
La Mesa, California 92041

This Activity Guide . . .

contains directions for 180 Human Development Circle Sessions for teachers and children in the classroom – one for every day of the school year. Each activity has been researched with groups of children and modified as needed to make it meaningful and practical. The sequential order in which the activities are presented has been determined through research with the ideal in mind that a positive cumulative effect will take place in the children, bringing about significant personal growth.

Each activity relates to one of the following three major areas of personal development: Awareness, Mastery (or self-confidence), and Social Interaction. At the outset, the sessions are led by the teacher who serves as guide. Gradually, they encompass the children's-choice concept (in which the children share in deciding which circle session topic they wish to discuss) and child-leadership (wherein a child assumes the responsibility for leading the session).

In each session, the purposes and the behavior practiced are to show *acceptance*, to *listen* and *pay attention* to each other, and to focus on the *feelings* each person has.

MOST OF THE ACTIVITIES – PERHAPS ALL OF THEM – WILL BE VERY APPROPRIATE FOR YOUR GROUP AND SOME OF THEM MAY NOT. AS GROUPS DIFFER WIDELY, YOU MAY FIND IT NECESSARY TO BE SELECTIVE IN YOUR USE OF THE ACTIVITES. ONCE YOU AND THE CHILDREN HAVE LEARNED TOGETHER HOW A CIRCLE SESSION WORKS, THERE MAY BE TIMES IN WHICH YOU OR THE CHILDREN MAY THINK OF A UNIQUE TOPIC OF YOUR OWN TO DISCUSS WHICH MEETS YOUR OWN PARTICULAR NEEDS. IF YOU ARE A BEGINNER WITH THE PROGRAM AND YOU ARE NOT SURE HOW THE ACTIVITIES WILL AFFECT THE CHILDREN AND YOU DO NOT FEEL THE NEED TO MAKE ADJUSTMENT, IT IS RECOMMENDED THAT YOU FOLLOW THE GUIDE CLOSELY WITH RESPECT TO SEQUENCE. THE GREATEST VALUE COMES WHEN THE PROGRAM IS PRACTICED DAILY, OR AS CLOSE TO THAT IDEAL AS POSSIBLE.

Overview Chart

HUMAN DEVELOPMENT PROGRAM
Levels, Group Arrangements, Strategies, and Objectives
Grades Pre-School through Six

Level	Grade	Age	Groupings	Strategies	Objectives
Pre-School		4-5	Single Circle 5-10	Encouragement to talk, listen, succeed.	Improve self-control and ability to listen and express; develop self-confidence and understanding of interpersonal interaction. Tolerance for individual differences. Understanding of universalization principle — emphasis on common human feelings, thoughts and behavior. Increase self-acceptance and listening skills. Begin coping with mixed feelings.
Kindergarten		5-6	Single Circle 8-10	As above. Deal with negative as well as positive topics.	
I	First	6-7	First one circle 8-12; then add self-controlled children to outer ring until whole class is in two concentric rings. Teacher and child leaders alternate.	As above. Discuss 1) ambivalence in feelings, thoughts, behaving, 2) effective and ineffective behavior, 3) reality and fantasy. Discuss variables of inclusion, exclusion, warmth, coldness, making of decisions. Begin leadership experiences.	As above. Effective self-control, ability to comfortably experience ambivalence, improve reality testing, self-confidence, effective meeting of needs, increase responsibility, tolerance, empathy, skill in making helpful suggestions. Sharing in decision making and recognition of leadership abilities.
II	Second	7-8	As above.	As above. Continued presentation of methods of awareness, coping, social interaction. Character development is fostered by challenge, commitment, and direct interpersonal communication with peers. Continued decision-making and child leadership.	As above. Articulation of wide range of experiences in positive and negative feelings, thoughts, and behavior. Self-confidence and positive self-concept. Ability to distinguish between reality and fantasy. Motivation to be responsible, productive, kind. Share in decision-making. Leadership as service, not exploitation. Ability to make helpful suggestions to guide leaders to better functioning.

HUMAN DEVELOPMENT PROGRAM

Levels, Group Arrangements, Strategies, and Objectives (continued)

Level	Grade	Age	Groupings	Strategies	Objectives
III	Third	8-9	As above.	As above. Further challenge to self-sufficiency, integration, honesty. Emphasize responsibility in social interaction, keeping commitments.	As above. Self-control as a matter of personal pride. Verbal facility, skillful and tolerant listening. Ability to tolerate ambivalent feelings in self and others. Skill in observing differences between verbalization and performance. Wise decision-making and responsible, constructive leadership. Courage in taking the initiative to build good social relationships.
IV	Fourth	9-10	As above.	As above. Role playing. Micro Lab. Experiences with authenticity and duplicity, exploring dreams and practice at problem solving.	As above. Accepting and reflective listening. Deeper self-awareness and understanding of social relationships. Fuller acceptance of responsibility for one's own behavior.
V	Fifth	10-11	Three general plans for articulation, presented.	As above. Focus on importance of flexible outlook and behavior. Units no longer assigned to a certain number of days of the week. Supplemental affective activities presented in a variety of subject areas.	As above. Increased understanding of how trusting relationships are developed. Awareness of the complexities in social situations. Development of a sense of identity. Dealing with role expectations. Increasing awareness of one's own capabilities and likeable qualities.
VI	Sixth	11-12	As above.	As above. Focus on responsibility for one's own behavior. Increased supplemental affective activities presented in a variety of subject areas.	As above. Increased self confidence through validation of self and others. Increased sense of self identity and group dynamics. Exploring conflict resolution. Increased understanding of self-determination, choices and decision-making.

LEADING THE CIRCLE SESSION

You aren't teaching a lesson. You're relating to people. Set a positive atmosphere by warmly drawing everyone into the circle. Establish eye contact with each child. Always use each child's name as you speak to him. To get things started, describe the task: "I'm going to ask a question only you know the answer to. Everyone will have the right answer. You don't have to say anything if you don't want to . . ." Then state the task. Extend a general invitation: "Who would like to go first?" If there are no volunteers, give a personal example of your own: "What gives me a good feeling is my guitar. It makes me feel good when I play it." If it is not necessary for you to take your turn first, do so later. (It is important to the children to learn about you too.) Rather than calling on the children to speak, just wait and let them begin when they are ready. When silences occur, wait patiently. The children need time to think about what they are going to say. Others need time to gather courage. After a bit, you might help them to do this by saying, "Let's all close our eyes and think about . . ." If more than one child begins to talk at a time, ask all but one child to wait and listen. Assure them that everyone will have a turn.

When the children begin to respond, accept their contributions, helping them focus on the *feelings* involved in their statements rather than the content. Point out the feelings: "Riding your bike gives you a good feeling, David. We like knowing what makes *you* feel good. We are interested in the feelings *you* have." Focus on feelings also non-verbally with eyes, touch and gesture. Model accepting rather than judgmental behavior, showing the children that in the circle each person is respected as his unique self. At first children sometimes copy each other or say what they think you want to hear, because they fear non-acceptance, ridicule or rejection. Remember the reasons for this behavior. In a general way, assure the group that it is OK for them to tell their real feelings. In time, these children will begin to feel safe. Even if a silly response comes, accept the feelings behind what is said: "It's all right and good for us to say what we feel, even if we think it's silly." If he describes a negative action, such as hurting someone and says it made him feel good, do not reject him. See if he can tell how he thinks the person felt. Try to keep the focus on the feelings of the people involved. Deal with the issue seriously and with him respectfully. Showing acceptance for him and what he feels does not mean that you are showing that you condone the action.

Listening in the circle is essential. Indeed, it is one of the basic purposes of the Human Development Program. Make sure the children understand that listening is expected of everyone. Tell them, "When you talk, what do you want us to do? What should you remember to do when someone else is talking?" The most effective way to assure good listening is to model it yourself. Make it obvious that you are listening attentively to each child as he speaks. Remember what he says. Be prepared to repeat it later. Draw the attention of children who do not appear to be listening to the child who is speaking by tactful word or gesture. Ask the children frequently throughout the session to repeat what other children have said, bringing in non-participants whenever possible.

Listen reflectively to each child, repeating back to him what you hear him saying, and inviting other children to do so also. Show him that you want to understand. If a child says something that you do not understand very well because you did not hear him correctly, immediately ask the other children for their opinion about what he said. Then check out their answers with the child. Give

credit to children who heard it correctly. In this way, you are making it clear that you do not know everything, and that their comments are worthwhile and important.

If some children talk for too long a period of time, it is probably because they feel that now they have the chance and may not get another soon. Remember the reason for the behavior. Help them clarify their thoughts about what they want to talk about – one at a time. Help them see that *one* thought, stated so others can understand it, is significant and important. Help direct the child's attention away from the content to the feeling. Without singling him out, remind the group in general that everyone will have many chances, since the group meets daily. Tell them that you accept the responsibility to assure that this happens. If the children can be convinced that it is important that they all get an opportunity to speak, in time they will help control the group so that each does get a turn. If you do not have time in one day for all to have a chance to speak, clearly state that those who didn't speak today will have a chance tomorrow, and then, of course, be sure to keep your promise.

As the activity progresses, make sure that each child who wishes to contribute has his chance, undisturbed. Ask *open-ended* questions: "Would you like to tell us more about it, Shirley?" Or to help a child talk about his feelings and to avoid setting limits on his response, you might ask, "Could you tell us about the feeling you get when you play with the puzzle?" Ask specific questions, such as, "how", "where", "when", etc., only after open-ended questions have been asked. Generally avoid "why" since children often have a difficult time dealing with it and it takes the child away from concentrating on his feelings. After each child has contributed in the circle, show your appreciation to him in your own way, using his name.

If after one or two responses, none of the other children have volunteered to participate, *stop, look,* and *think* about what the possible reasons might be. Are they confused or afraid about something – about your intentions, about criticism? Fear of hurt, failure, and rejection may be the reasons. Try to assure acceptance in the way you ask – tone of voice, smile, etc. Reassure them that it is not possible to give the wrong answer. Try again with: "Let's close our eyes and think . . ." Recognize aloud different aspects of this: "Some of us find it difficult to express good feelings in the group, but after we get used to the circle we'll find it easier." If the child falters, and you can't help him make a success out of it, shift attention from the failure to some positive aspect of his feelings; e.g., that he tried to say something. Then go on to the next person. After two or more children have responded, point out similarities and differences: "Do you see that Maria and Henry have the same kind of feeling, and Lowell's is different?" Make it clear by tone, look, etc., that both similarities and differences are natural, neutral and acceptable.

Point out important interactions between children, such as when the same and different feelings are noticed: "You smiled when he said that you had the same feeling, didn't you?" Also point out the observable ways people handle good feelings: "When you have a good feeling, you sit up straight and smile and I can see your feeling all the way over here!" Encourage the children to interact with each other directly. Ask them if they have questions for each other. If so, urge them to ask the questions to the other child, not to you. If they direct it to you, ask them to redirect it to the individual who can answer it. First efforts to speak will often be irrelevant, silly, etc. In the beginning, it is more important to get the child to speak to other children independently of the teacher than it is to be "right on" the topic. Whatever the child says, respect it and go with it, then gently guide the conversation back to the subject after he realizes his statements have been accepted. As the children develop, they will pick up the questions and cues to interact with others. You will be able to sense this and move back to let them take over. Let them guide your responses by asking you questions. As this activity guide book indicates, allow them to take over leadership of the group, one at a time.

No child should be forced or coerced to talk in the circle if he does not wish to. However, sometimes children do wish very much to participate, but are fearful. They need and can profit from your assistance. To help an unsure child, test him out on a parallel task before the group, or allow him to have a trial run in the circle so he won't feel "if I miss, I'm out". Ask the reticent child if he will whisper to you or a peer he chooses what he wishes to say. Ask him if you or another student can guess what he would wish to say. Don't start without his permission. Once he says you can, and you begin to guess while he either accepts or rejects the guess, he is involved. Elicit the help of a more secure child to encourage the one who is isolated from the group. Ask the more secure one to clarify the isolate's thoughts and feelings; then give credit to both. Encourage successful children to reinforce the successes of others. Say, "Pedro (timid one) spoke up. He told us about himself." Then, "Who can ask Pedro a question so that he can tell more?" If the child is reticent, shy, aggressive, or hurtful, have him help you choose the next person. Thank him, saying his name. The child who does not participate verbally at first, will when he is ready. In the meantime, he is listening and learning.

The circle is an accepting environment, but destructive behavior such as ridicule or overt disruption should not be accepted or allowed to continue. Children should view their participation in the circle as a privilege to be appreciated and utilized. Deal with the needs of disrupters but keep the focus on the individual who is having his turn and doing the task. If you get maneuvered into dealing with negative attention-getting, the group may decide that's how to get attention. Try to deal with the interrupter's feelings non-verbally. Touch him, have him exchange chairs to sit by you, sit young children on your lap while dealing verbally with the child whose turn it is. It may help if you speak directly to him about his actions: "Say, you sure giggled at that (or capped on that). Can you tell us what you were feeling when you made your comment?" Try to make him aware of his motives, avoiding any implication of discipline or punishment. You may find it helpful to allow the disrupter to see how you and his peers feel about his actions. If the above techniques have no immediate effect, remind him that his presence is desired but that his disruptive behavior will not be accepted.

Culminate each circle with a thorough review of what was said, asking the children, as they name each person, to try to remember the feeling that each child shared. Reward good listening and recall with such praising commentary as, "You listened very well, Sally. You can remember what you hear too." This is a good way to bring in children who did not speak to the topic.

Cognitively summarize each session at its conclusion: "Who thinks he can say why we talk about these things? Does it give you a good feeling to know more about other people? What was this all about? What did we learn (about each other)? How do you feel about it?" This sets the stage for more willing participation in future sessions by letting the children understand that they are doing something that is personally significant for them.

REMEMBER THAT EVERYONE WHO LEADS CIRCLE SESSIONS HAS HIS OWN PERSONAL STYLE. THERE IS NO ONE PERFECT WAY TO DO IT. YOU WILL DEVELOP YOUR OWN STYLE AS YOU WORK WITH THE PROGRAM. THINK OF YOURSELF AS A NOVICE FOR THE FIRST YEAR. HUMAN DEVELOPMENT CIRCLE SESSIONS ARE CHALLENGING. THEY REQUIRE ENERGY AND PRACTICE, BUT LIKE ALMOST EVERYTHING THAT TAKES HARD WORK, THEY BRING GREAT REWARDS.

PREPARING FOR THE CIRCLE SESSION

Group Size, Circle Arrangements, Orientation

In the preschool and kindergarten it was found that about ten to twelve children seated around in a circle with the teacher, made the ideal group in terms of having enough interaction and also keeping everybody interested while they lived through the somewhat less exciting times of listening until a child got his turn to talk. Almost all teachers asked us the same question, "What shall we do with the rest of our children?" and "Does this mean that by dividing our class into thirds, that only one-third can have the program each day?" Originally, we dealt with these very practical issues from a purist stance. No compromises. No more than 12 to 14 children at a time.

It then, of course, came as a surprise to find that many first, second and third graders could and would sit in two concentric rings, with one-third of the class in the central ring with the teacher, and the other two-thirds in an outer ring. Initially, the children in the outer ring observed, but their enthusiasm so often became irrepressible, that we finally realized our purism was based on prejudicial experience from the four and five year olds. The children came on so strongly, that our hang-up was simply demolished. Still, there were problems with this arrangement and probably will be for some time to come. In every class, there are essentially three groups of children, and the size of each group varies from class to class. The first group consists of those eager-beaver children who are always in front of your nose, either eager to participate or disrupt. They are the active ones. Then there is the middle, basically conforming group. As in anything else, they usually present little problem. Then there is a third group which is composed of the shy and withdrawn children.

The problems are always the same. The active ones need constantly to be held in abeyance while others get a turn. The shy ones need repeated encouragement to participate. These children really need the attention of the teacher the most, because they are prone to be ignored. The teacher is only human and is drawn to the squeaky wheels.

These seemingly inescapable problems notwithstanding, it has turned out that it is best to work with the entire class in concentric rings at the same time, when we work with six through ten year olds (see diagrams, pages xviii and xix). One reason that it is better to work with the entire class of older children is because most groups can do it. Since this is so, why split them up? The convenience for the teacher is an obvious benefit, but this is not the main reason. The first reason given is the most important. They can do it and become very much involved, even when the group is as large as 35. Another reason for doing it with the whole class at the same time has to do with the leadership training opportunity that we unexpectedly came upon. This will be discussed more fully later. Still another reason is that the children get to know more people as people, and this broadens their understanding of human nature on a direct experience level.

The program at Level II in the first semester consists of six units. Each unit is three weeks in duration. The first three units which together last for nine weeks are an orientation to the program. Basically this is a review of parts of the Activity Guides levels A, B and I. These are fundamental activities designed to establish the program for the remainder of the school year. (See page 1.) It

is recommended that at the outset, this material be presented in the traditional manner of the teacher as leader to a group of from 8 to 14 children, alternating groups each day, without an outer ring of child observers. The teacher should then steadily work toward the arrangement of two concentric rings of children (the inner ring as participants and the outer ring observers) with a child leading the activity.* This recommended plan is delineated as follows:

First three-week unit: (Semester One)

Work with one-third of the class only and make the best kind of arrangement possible for the remainder, such as an assignment at their seats, physical education activity outdoors with another adult such as an aide, or the assignment to listen to the circle session from their seats, whatever is most feasible. Sometimes team teaching approaches are possible for some teachers. On the next day, work with a different third of the class and so on. Some of the activities have to either be sacrificed or condensed. See the diagram of Stage one, page xviii.

Second three-week unit:

Work with one-third of the class, and have several better controlled children sit as observers or participants in an outer ring, according to their readiness. The next day work with another third of the children, and the next day the last third of the class, following the basic idea of having only better controlled children in the outer ring. The more that these children can participate in a controlled fashion, the better. Some teachers place an empty chair in the circle so a listener may come in from the outer circle to participate if he wishes to – then returning to his seat after he has had a turn to speak. See the diagram of Stage two, page xviii.

Third three-week unit:

Each day, work with a different group of one-third of the children in the central ring. All of the rest of the class, except for those who are the most poorly controlled, sit in the outer ring as soon as they can do so in a controlled fashion. Work out some feasible arrangement for those few children who are poorly controlled, but it should be made clear to them that they are wanted and will be included as soon as they can demonstrate sufficient control. In these cases, an aide or volunteer assistant, such as a child from an upper grade level, can work with these children. See the diagram of Stage three, page xviii.

Continued –

*One successful variation of this procedure is to allow the children in the outer ring to verbally participate instead of being restricted to the role of observers. This occurs in those classes where a large number of children have developed good self-control. When this procedure is followed, 30 minutes is allowed for the session.

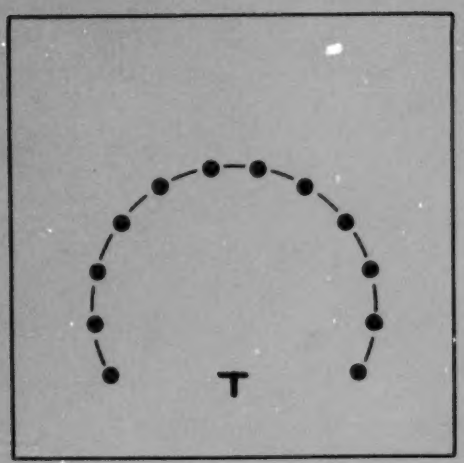
Remainder of School Year:

One-third of the class are in the central ring and all of the rest of the children are in the outer ring. The next day a different third are in the center, and the following day the last third have the center. At the close of the session, ask the children in the outer rings about what the children in the circle said, thereby placing in them the responsibility to listen carefully. See the diagrams of Stage four and alternates, pages xviii and xix.

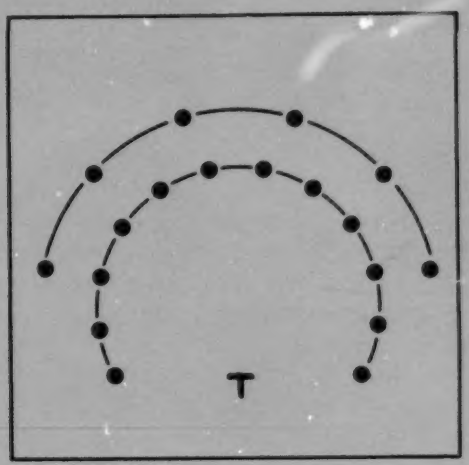
At this time begin bringing in children to serve in the role of leader-trainee. See pages 62 to 65 for a complete description of the child-leader concept.

REMEMBER THAT THE ABOVE OUTLINE IS ONLY A RECOMMENDATION. GROUPS OF CHILDREN AND TEACHERS DIFFER WIDELY. USE THE OUTLINE TO GUIDE YOUR PROGRESS. DON'T FORCE THE CLASS INTO A STAGE FOR WHICH IT IS NOT READY, OR HOLD IT BACK WHEN IT APPEARS TO BE READY FOR ADVANCEMENT.

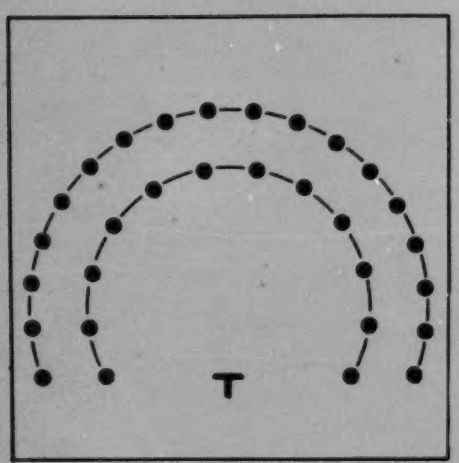
Four-Stage Sequence of Group Size and
Physical Arrangements at Level II (Second Grade)



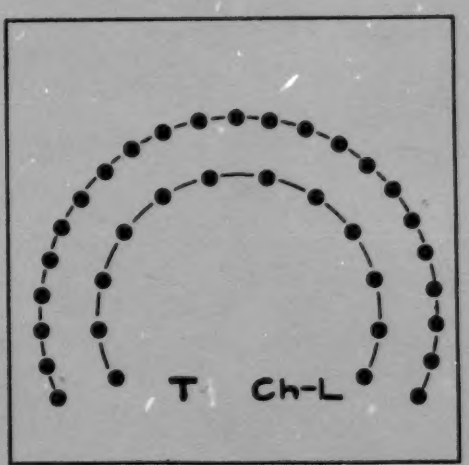
Stage 1
First Three Weeks



Stage 2
Second Three Weeks

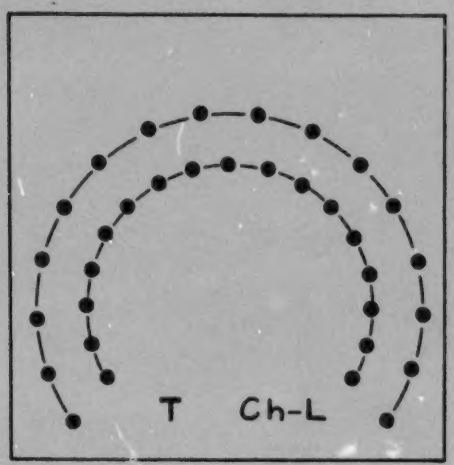


Stage 3
Third Three Weeks

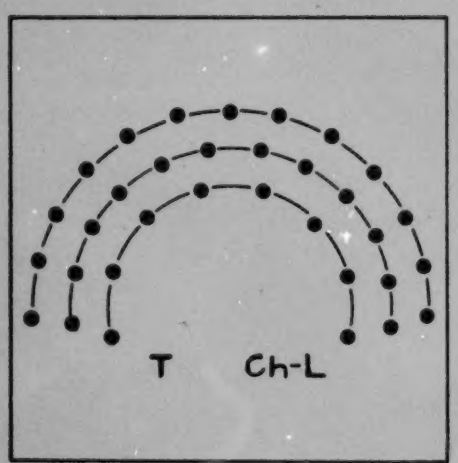


Stage 4
Remainder of School Year
(Beginning Unit 4, 10th Week)

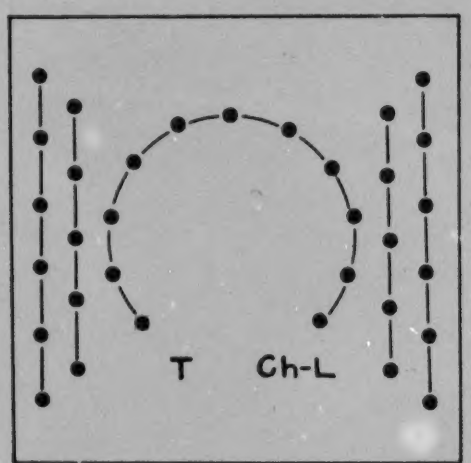
T – Teacher Ch-L – Child-Leader



Stage 4
(as pictured on previous page)



Alternate



Alternate

Stage 4 is ideal, but these alternate arrangements have proven adequate if seating arrangements impose some limitation. It may be preferable that the children in the central areas be seated on the floor, with the children in the outer areas seated in chairs for maximum mutual visibility.

T – Teacher Ch-L – Child-Leader

ACTIVITY GUIDE

LEVEL II – Part I

First Semester:

First Nine Weeks – Basic Orientation Activities:

Unit 1 – Three Weeks on Awareness

Unit 2 – Three Weeks on Mastery

Unit 3 – Three Weeks on Social Interaction

Second Nine Weeks – Beginning Experience in Children's Choice and Child Leadership:

Unit 4 – Three Weeks on Awareness

Unit 5 – Three Weeks on Mastery

Unit 6 – Three Weeks on Social Interaction

THE FIRST NINE WEEKS

Level II

Units 1, 2, and 3, comprising the first nine weeks of the school year, have been designed as an introductory phase to the program. This orientation period includes three weeks with each of the principal growth areas of the program: Awareness, Mastery and Social Interaction. The activities within each three-week unit cover aspects of the total program dealing with both positive and negative topics. They are fundamental activities which progressively build in a sequential and cumulative manner to orient and provide an initial overview of the program to the teacher and children.

If the situation is ideal or close to ideal, the class will be working toward establishing the physical arrangement of two concentric rings of children, pictured in the diagrams on pages xviii and xvix. (Pages xv to xvii describe the recommended group size and physical arrangements for Level II.) The class will be ready to begin the children's choice and child leadership training experiences provided for in Unit 4, which is begun in the tenth week, and which progresses through the school year. (Pages 62 to 65 describe the child leadership plan.)

LEVEL II

Overview for the Semester

First Semester

Unit 1 – **Three Weeks on Awareness**

Week 1 Good Feelings and Bad Feelings
Week 2 - Pleasant and Unpleasant Thoughts
Week 3 - Positive and Negative Behavior

Unit 2 – **Three Weeks on Mastery**

Week 4 – "My Powers to Be and Do"
Week 5 – "How I Got What I Needed"
Week 6 – "How I Got Into Trouble"

Unit 3 – **Three Weeks on Social Interaction**

Week 7 – Getting and Giving Approval
Week 8 – Getting and Giving Disapproval
Week 9 – Getting Attention

Unit 4 – **Three Weeks on Awareness**

Week 10 – Exposure to Awareness Activities
Weeks 11 & 12 – Experience with Awareness Through Children's Choice and Child Leadership

Unit 5 – **Three Weeks on Mastery**

Week 13 – Exposure to Mastery Activities
Weeks 14 & 15 – Experience in Mastery Through Children's Choice and Child Leadership

Unit 6 – **Three Weeks on Social Interaction**

Week 16 – Exposure to Social Interaction Activities
Week 17 & 18 – Experience with Social Interaction Through Children's Choice and Child Leadership

LEVEL II

AWARENESS

Three-Week Unit on Feelings, Thoughts, and Behavior

First Semester (Weeks 1 – 3)

Unit 1

Week 1 – Good Feelings and Bad Feelings

Week 2 -- Pleasant and Unpleasant Thoughts

Week 3 – Positive and Negative Behavior

Unit 1 – Three Weeks on Awareness: Feelings, Thoughts, and Behavior (Simple and Mixed)

Week 1 – Pleasant Feelings and Unpleasant Feelings

Monday:	Having Good Feelings
Tuesday:	Having Good Feelings (cont'd)
Wednesday:	Having Good Feelings and Bad Feelings, Too
Thursday:	Something That Made Me Feel Bad
Friday:	I Felt Good and Bad About Something

Unit 1

Week 1 – Pleasant Feelings and Unpleasant Feelings

Monday – Having Good Feelings

Discuss with the children how everyone has good feelings and bad feelings. These are two of the feelings we have. Today we are going to tell about good feelings that we have, about something that gives us a good feeling.

To get the ball rolling, you may wish to go first.

Tell the children something that makes you feel good and tell what it is about the thing that makes you feel good; e.g., that is useful, it looks or feels nice, or is fun to do something with.

The main emphasis today is upon having the children observe how a circle session works. They also have a chance to practice their listening abilities while one child at a time expresses in words how something gives him a good feeling.

While in the early sessions emphasis is on learning the procedure and giving attention, gradually the emphasis should be shifted more to the emotional experience, itself.

Ask open-ended questions. Try to have each child tell as much as he cares to about something that makes him feel good, without allowing any child to monopolize the time and without forcing any child to speak up if he is not ready. Reticent ones will probably all talk extensively in due time. Do not become impatient if silences occur. The children need time to think and to gather courage.

Show acceptance for what he says when it is his turn. Be sure to model good listening behavior and show appreciation for good listening. Ask children to repeat what others have said. Do this yourself.

At the end of the session, ask the children what they learned. Through discussion, help them to see how the circle has many benefits for them, such as learning more about their own feelings, the feelings of others, about talking, and about learning to listen and pay attention to the feelings of others.

Evaluate together the manner in which the session proceeded.

Week 1 – Pleasant Feelings and Unpleasant Feelings

Tuesday – Having Good Feelings (cont'd)

The activity is the same as yesterday. Today the children are more experienced with the general procedure and rules. More of the emphasis can now be placed upon their descriptions and explanations about how they feel good.

After each child describes his good feeling, let him and the group know that you understood him by commenting in an accepting manner about what he said. Invite other children to do the same. Show your appreciation to the child for "telling us and letting us get to know you better."

Try to get every child to express himself, but be patient with those who are reticent to speak or who have difficulty in expressing themselves in words.

After all who are going to express themselves do, discuss with the children how some of them are made to feel good about the same thing, but some other children are made to feel good by different things. Through discussion, help them to see that people are all alike in some ways, yet different in some ways, too.

To summarize further, ask the children, "Why do you think it is helpful to us to talk about our feelings?" Help them to understand cognitively the reasons for having a circle session.

As a group, evaluate the way the session proceeded with respect to conduct and attentive listening. Ask the children to suggest ways they might improve.

Week 1 – Pleasant Feelings and Unpleasant Feelings

Wednesday – Having Nice Feelings and Bad Feelings, Too

If you feel that the children are growing in their ability and willingness to listen carefully to what the other children have to say, be sure to tell them. Make any other positive comments that you feel, also.

Review briefly with them that we have been talking about our good feelings, how things can and do make us feel good.

Introduce the idea that besides good feelings, we all have bad feelings too, and there can be many different kinds of bad feelings. We can be afraid, angry, feel helpless, alone, or unable to do something well. If we cut ourselves, that hurts, and that's a bad feeling too.

Be ready to go first, demonstrating to the children that you had a bad feeling and that you are willing and able to talk about it. Gently ask them to "remember" something that gave them some kind of a bad feeling. Have each child, taking turns, tell as much as he wishes about what made him feel bad and what kind of a bad feeling it was (helping him to label it "scared" or "mad" or "pain", etc.). Assure him that it is O.K. to tell about a bad feeling in the circle.

Expect several of the children to have difficulty "remembering" something that made them feel bad. Don't press these children to tell of a bad feeling. Rather say to them individually, and to the circle, that everybody has bad feelings almost every day, but that it is sometimes harder to remember those happenings and also harder for some of us to tell about them. But as we can, we learn how to put things into words better. Then we will find it easy to tell about most of the bad feelings.

In the summary discussion, help the children to realize that we all at times have bad feelings, and that in a circle session, we learn that we are not the only ones.

Week 1 – Pleasant Feelings and Unpleasant Feelings

Thursday – Something That Made Me Feel Bad

Review with the children what they have been doing in the circle, and mention to them specific progress you feel they have made in conduct or understanding the purpose of the activities.

Tell the children that today we are going to tell again about something that made us feel bad, either a little or a lot, but something that gave us a bad feeling.

Again, be ready to go first if necessary. Give a recent personal example and tell about several different aspects of the event in terms of when it was, where it was, what happened, how it made you feel bad, and what the name of the bad feeling is.

Then, without pressuring or allowing him to monopolize the time, try to get every child to tell as much as he can about an experience that gave him a bad feeling.

Through discussion at the end of the activity, help the children to see that they are learning some very useful lessons about their own feelings, about other people's feelings, about talking, and about listening and paying attention to other people.

Week 1 – Pleasant Feelings and Unpleasant Feelings

Friday – I Felt Good and Bad About Something

Review with the children what they have been doing, and how well they are learning to express themselves.

Today we are going to do something that is perhaps a little hard, but very important. We are going to think real hard and tell about one thing that happened to us that made us feel good in one way, but still it made us feel bad too, in another way.

You will probably need to go first. Give the children a personal illustration of something that happened to you recently that made you feel good in one way, and yet bad in another way. Tell only enough so that they understand the assignment, but do not allow them to become engrossed in your dilemma. They will learn best by expressing themselves.

Try to get each child to tell about his mixed feelings of pleasantness and unpleasantness, in relation to some actual recent event he experienced.

Show your appreciation to the children for their contributions and attentive listening.

In the summary discussion, note together that there are many events in life in which we can and do feel both ways, good and bad. Briefly evaluate the session with the children as participants in the evaluation at the end of the session.

Unit 1 – Three Weeks on Awareness: Feelings, Thoughts, and Behavior (Simple and Mixed)

Week 2 – Pleasant Thoughts and Unpleasant Thoughts

Monday:	Having Nice Thoughts
Tuesday:	Having Nice Thoughts (cont'd)
Wednesday:	Having A Nice Thought And A Bad Thought
Thursday:	A Very Bad Thought That I Have
Friday:	I Had A Nice Thought And A Bad Thought About Something

Before you begin this week, it is recommended that you re-read *Leading the Circle Session*, pages xi to xiii.

Week 2 – Pleasant Thoughts and Unpleasant Thoughts

Monday – Having Nice Thoughts

Discuss with the children that we all have two main kinds of thoughts, pleasant thoughts and unpleasant thoughts.

It is not always easy to tell the difference between a feeling and a thought. A feeling has to do with a sensation, like tasting something that feels good. You feel it with your tongue. It might be ice cream, and tastes good or feels good. But if you have an idea about ice cream, you can't feel or taste that; you can only think about it, and that is called a thought. It is a nice thought, but it is not a feeling.

Show the children a box that you have with something inside that you consider to be nice or pleasant in some way to practically everybody, and tell them that each will have a chance to tell his thought about a nice thing he thinks might be inside.

Give every child a turn to speak. Ask each child to tell what kind of feeling his thought gives him. Show the child that you understand and accept what his feeling is.

Through discussion help the children to see that people's thoughts and feelings about nice things are similar in some ways and different in other ways.

Week 2 – Pleasant Thoughts and Unpleasant Thoughts

Tuesday – Having Nice Thoughts (cont'd)

Review with the children what the activity was yesterday, going slowly over each point, encouraging the children to tell in their own words, as much as possible, what the different points were.

Since there was so much covered yesterday, today's emphasis is upon consolidation.

After the review, invite the children to guess again about a different item that you have placed in the box, and that they have, of course, not seen.

Again, keep the emphasis on the "nice thought" rather than on the guessing aspect.

After each child tells his nice thought, encourage that child to tell as much as he can about the feeling his thought gives him.

After everyone who wishes to participate has had a chance, review carefully as a group what each child said. Discuss in an accepting way how we sometimes think and feel the same and sometimes differently from each other.

Through discussion, identify as a group the things about the circle that are interesting and helpful to us.

Week 2 – Pleasant Thoughts and Unpleasant Thoughts

Wednesday – Having A Nice Thought And A Bad Thought

After a brief review of Monday's and Tuesday's sessions, discuss how last week we learned about good feelings and bad feelings, and that all people have both kinds of feelings. In some ways our feelings are alike, and in some ways they are different.

Thoughts are like feelings. All people have them. We all have nice thoughts, and we all have bad thoughts, too.

Today we are going to try to guess what is in the box, but this time we are first going to guess what a nice thing it might be and tell why, and then guess what a bad thing it might be and then tell why. Encourage the children to tell about the feelings these thoughts give them.

When all have had a turn, review with the children how, just as with feelings, we can have thoughts that are the same as other people and that we also have thoughts that are different from other people's thoughts.

Further guide their discussion around the idea that whether something is thought of as being a good thing or a bad thing has a great deal to do with the person who thinks it, because sometimes what is a nice thought for one person would be a bad thought to another person. Everybody is a little different from everybody else.

As time permits, briefly evaluate the activity as a group.

Week 2 – Pleasant Thoughts and Unpleasant Thoughts

Thursday – A Very Bad Thought That I Have

Briefly review with the children the activities about nice thoughts and bad thoughts.

Guide today's activity by beginning to discuss with the children how it is normal to have bad thoughts, just as it is natural to have bad feelings. Some people do not understand the difference between having a thought about doing something that is bad and actually doing that thing. It might be bad to do it, but it is very hard for a thought to harm someone.

Gently encourage each child to tell about a time when he had a thought about doing something bad but did not do the bad thing. Ask him how he felt then and how he feels now.

Help them to see that if they can understand the difference between thinking something and doing it, then they do not have to be afraid of even their worst thoughts.

Be sure that you take your turn, going first if necessary.

Week 2 – Pleasant Thoughts and Unpleasant Thoughts

Friday – I Had a Nice Thought And A Bad Thought About Something

Briefly review with the children this week's activity on nice thoughts and bad thoughts, emphasizing that both kinds of thoughts are natural and normal, and that all people have both good thoughts and bad thoughts.

Guide the discussion to bring out the idea that some people do not know the difference between thinking and acting. They think that because they have bad thoughts, they are bad people. These people try to hide their bad thoughts, and because they hide them, they become even more convinced that they are "different" in a bad way from other people.

Today we are going to talk about situations in which there is a nice thought and also a bad thought. Give the children some personal experience, such as a visit to the dentist, where the nice thought is that the pain will be stopped or the tooth saved, but the bad thought is not knowing what may happen, or that there might be even more pain for a little while.

Help them to see that most things that happen in life have some good part and some bad part, too.

Encourage them to show you that they understand this point by giving each a turn to tell of some situation, what the good thing was (or will be) and what the bad thing was (or will be). Ask them to tell about their feelings about these thoughts.

When all have had a turn, discuss with the children their growing understanding and ability to express themselves in words.

Unit 1 – Three Weeks on Awareness: Feelings, Thoughts, and Behavior (Simple and Mixed)

Week 3 – Positive Behavior and Negative Behavior

Monday:	Positive Behavior
Tuesday:	Negative Behavior
Wednesday:	Positive Behavior
Thursday:	Negative Behavior
Friday:	Positive and Negative Aspects of Given Behaviors

Before beginning this week, it is recommended that you re-read *Leading the Circle Session*, pages xi to xiii.

Week 3 – Positive Behavior and Negative Behavior

Monday – Positive Behavior

Discuss with the children how there are two kinds of things that people can do. They can do things someone considers to be a good thing, and this is called "doing something that is nice." Or, they can do something that somebody considers to be a "bad" thing, and this is called "doing something that is bad."

Guide the discussion toward the idea that something is either good or bad because that is the way someone thinks or feels about it. That is their opinion. As an example, tell them about two boys playing checkers. The first boy wins, and he considers that to be a "good" thing. But the second boy loses, so he considers the game to have been a "bad" thing.

Tell the children something that you did that you consider to be a "good" thing, and then tell them your reason for thinking it was good. Tell how it makes you feel.

As soon as the children understand, ask them each to tell of some event or action that they were involved in which they considered "good." Ask open-ended questions such as, "Could you tell us more about that . . .?" to elicit descriptive and unlimited expressions from the child.

As soon as each child tells his event have him give some reason why he considered it to be a "good action." Ask him to tell how it makes him feel. Accept what he says.

Be sure to show appreciation for good listening. Reflect to the children what you heard them say. Ask other children to do the same.

At the end of the session, ask the children what they learned. Through discussion, help them to see that the circle activities provide a chance to learn more about other people, and themselves too.

Week 3 – Positive Behavior and Negative Behavior

Tuesday – Negative Behavior

Review with the children how yesterday each had a chance to tell about something that happened to him, or that he did, that he considered to be a good thing. Especially remind them how they gave their reason why they felt it was a good thing or good behavior and how they felt about it.

Today we are going to talk about something that happens that someone considers to be bad, like the boy who lost at the checker game.

Tell the children something that you did, or that happened to you, that was bad as far as you are concerned, because it made you feel bad in some way.

Give each child the chance to tell about some personal event that was bad as far as he is concerned. As soon as the child tells what happened, ask him to tell his reason why he feels that this was a "bad" thing. Do not grow impatient if silences occur. The children need time to think. If necessary repeat the task again.

Help the children to recognize that:

1) – Whether a piece of behavior is "good" or "bad" is often a matter of opinion, which can differ from one person to another.

2) – "Bad" behavior is almost always thought of as being bad because it caused someone some kind of a bad feeling.

Week 3 – Positive Behavior and Negative Behavior

Wednesday – Positive Behavior

Ask the children to briefly review what we have been talking about so far this week.

Today we are going to do the same thing, but this time each child will tell about two or three different people (including himself) who were present at the time of an event he describes and thought it was a "good" thing to happen.

After each child tells about his incident and who the people were that thought it was a "good" thing, then have him tell as much as he is able about why each person felt it was a good thing. Ask him how he felt about it – then and now.

Briefly summarize the session together. Ask the children to show how they know whether something is "good" or "bad" is a matter of personal opinion.

Week 3 – Positive Behavior and Negative Behavior

Thursday – Negative Behavior

Remind the children that on Tuesday we talked about something happening that we thought was a "bad" thing.

Today we are going to talk about another "bad" thing that happened, or that we did, but this time we want it to be something that two or three people who were there felt was a "bad" thing. Ask each child to tell how he knows how they felt. Ask him how he felt – then and now.

Give only as much encouragement as is necessary. Gently encourage every child to take a turn, and be sure to show appreciation to the children who speak and who listen attentively.

Week 3 – Positive Behavior and Negative Behavior

Friday – Positive and Negative Aspects of Given Behaviors

This week we have been talking about good and bad things that happen or that we make happen.

Guide the discussion to center around the concept that something that happens is either "good" or "bad" because of the good or bad feelings that were produced in someone. The same checker game can produce a good feeling in the winner and a bad feeling in the loser at the same time.

Sometimes when something happens to us or when we make something happen, it can produce mixed feelings in us, make us feel good in one way but at the same time bad in another way.

Give the children a recent personal example, going into just enough detail so that you are sure that everyone sees the point. Be sure to describe your own good and bad feelings.

Then give each child a turn to tell about the thing that happened or that he did that gave him both good feelings and bad feelings. Encourage each child to tell as much as he can about the event that is relevant to today's activity. Ask him to describe how he feels about it.

Show your appreciation to each child immediately after his turn for taking on a difficult challenge and responding so well.

LEVEL II

MASTERY

Three-Week Unit on Mastery: Self-Confidence, Self-Sufficiency and Effectiveness

First Semester (Weeks 4 – 6)

Unit 2

Week 4 – "My Powers To Be and Do"

Week 5 – "How I Got What I Needed"

Week 6 – "How I Got Into Trouble"

Unit 2 - **Three Weeks on Mastery: Self-Confidence, Self-Sufficiency and Effectiveness**

Week 4 **"My Powers To Be and Do"**

Monday:	Energy Is The Ability To Work
Tuesday:	Self-Control Is The Power To Not Do Something That You Can Do
Wednesday:	Having Many Kinds Of Self-Control
Thursday:	Protection Against Harm By Doing Something
Friday:	Protection Against Harm By Not Doing Something

Week 4 – "My Powers To Be And Do"

Monday – Energy Is The Ability To Work

Introduce the idea to the children that there is something that we all have and it is called energy. Energy is power or the ability to work, to do things.

Tell the children that you have power, that you can do many things. You can walk and talk and get dressed and read and write and you can do just hundreds of other things.

Ask each child if he would like to tell us one or two things that he can do, especially those things that he feels sure that he can do, those things that he feels most confident about.

Listen neutrally. Ask for the child to describe his feelings about his ability and how proud he must feel to know that he has these powers. Use the words "you can" for what he said he could do.

At the end of the session, review as a group what each child said. Evaluate the manner in which the session proceeded.

Week 4 – "My Powers To Be And Do"

Tuesday – Self-Control Is The Power Not To Do Something That You Can Do

As an example, discuss with the children how the ability to talk is a power, but we also have the ability to keep ourself from talking. This is an example of having the power to do something, but not doing it, even though we feel like doing it. This is called *self-control.* And this is one of the most important powers that people can have.

Give as many personal examples as necessary to help the children understand well enough, so that each can give an example of his own.

Ask each child to tell one thing that he has felt like doing, but did not do, because he used his self-control, his power not to do something that he wanted to do. Part of tomorrow's activity will be to tell what stopped him from doing what he felt like doing.

Praise his contribution using the words, "*you can* use self-control". Ask him how it makes him feel.

Summarize and evaluate the session as a group.

Week 4 – "My Powers To Be And Do"

Wednesday – Having Many Kinds Of Self-Control

Discuss with the children how yesterday we mentioned one thing that we had the power to do, and wanted to do, but instead of doing it we did not do it; we used self-control.

First tell what stopped you from doing the thing you felt like doing that you described yesterday. Now ask the children to give the reason that they used self-control instead of doing the thing they felt like doing.

Ask each child to tell as much as he can about how he thought it might be better not to do it, rather than to do it. Also ask him to tell about how he feels now about his reason for showing self-control.

Then ask each child to tell more things that he wanted to do, but thought it would be better not to do. As he does so, help him to see that he was using his power of self-control. Ask him how it makes him feel to know he used self-control. Identify with the children the different kinds of self-control that are described.

As a group, summarize and evaluate the activity.

Week 4 – "My Powers To Be And Do"

Thursday – Protection Against Harm By Doing Something

Discuss with the children how we all have many abilities, things we can do. In using our abilities,we can protect ourselves, another person, or an animal against harm. For example, when we see to it that our pet cat or dog gets fed, we are protecting that animal against the harm of hunger or dying of starvation.

Ask each child if he can give an example of something he was able to do and did,so that he or another person, or animal was protected from suffering some kind of harm. Ask him how he feels about his action.

Be sure to listen to the feelings behind the children's remarks. Provide opportunities for the children to show how well they listened to each other by reviewing together what each person said.

Summarize and evaluate the activity as a group.

Week 4 – "My Powers To Be And Do"

Friday – Protection Against Harm By NOT Doing Something

Review briefly with the children what we have been talking about this week. In the first place, we all have energy which is the ability to work, or to do things. And we are proud of the things we can do because we like to be able to do things. It gives us a good feeling and it makes other people proud of us. We also have the ability *not* to do something that we might want to do. This is a power also. We call it self-control.

Yesterday we talked about using our powers to protect ourselves or another person or animal from harm – our powers to do. Today we want to talk about using our self-control – our powers not to do – as a way of protecting ourselves or another person or animal against harm.

Give a personal example of your own. Then give each child a turn, helping him to explain how the *not* acting protected him or some other person or animal from harm. Ask each child to tell how he feels about having used his self-control.

Review what each child said at the end of the session and summarize together to the effect that very often we all have a choice whether or not to use our self-control.

Unit 2 – **Three Weeks on Mastery: Self-Confidence, Self-Sufficiency and Effectiveness**

Week 5 – "How I Got What I Needed"

Monday:	I Was Able To Get What I Needed
Tuesday:	I Couldn't Get What I Needed
Wednesday:	I Was Able To Get What I Needed
Thursday:	I Couldn't Get What I Needed
Friday:	How I Got What I Needed

Week 5 – "How I Got What I Needed"

Monday – I Was Able To Get What I Needed

To be able to get your needs met is the same thing as being effective.

Our purpose today is to first allow each child to remind himself and the others that he can get some need met. This tends to foster a positive self-concept. Another major purpose is to allow the children to learn from each other about how to get their needs met, because all of them have about the same basic needs.

Be ready to take your turn first if the children appear to need a demonstration of what is expected of them.

As in all circle sessions, benefit stems from listening to the other children. It is extremely important to check frequently in a number of ways to make sure that all are listening.

Model good listening yourself and periodically ask the children to summarize how some child effectively got some particularly universal need met. In this way the real lesson has eminated from the child rather than from you. By being exposed to constructive solutions to problems, each child should learn some ways to function more effectively.

Guide the group discussion in the summary around what has been shared. Concentrate on the good feelings each child reports about how he experienced himself as effective and also on finding out how other children became effective.

Evaluate as a group the manner in which the session proceeded.

Week 5 – "How I Got What I Needed"

Tuesday – I Couldn't Get What I Needed

The basic purpose of this lesson is to open the door in the children's thinking to the idea that they themselves and other children can come up with helpful suggestions.

Expect that many of the suggestions will be silly or inadequate. The children have had very little experience in being allowed to serve as problem solvers. Nevertheless, the children should be encouraged to try and should be thanked for making some suggestion, even though it has no value in your opinion.

Ask the children to each tell about a time when they couldn't get what they needed. After the problem is stated, ask the group if anyone has a suggestion for the person who had the problem. As each suggestions is made, the child who has presented the problem is asked if the helpful suggestion is one that fits and he will be able to use. If he says "No," then drop it, and go to the next suggestion. But if the child hears a suggestion that sounds good and he wants to try it, then start a new round with another child's problem.

Ask the children to tell how it feels to give and receive helpful ideas. Focus on their feelings.

Part of being effective is being willing and able to give and to listen to helpful suggestions. Guide the children toward expression of these concepts.

Week 5 – "How I Got What I Needed"

Wednesday – I Was Able To Get What I Needed

See Monday. The activity is the same. This time, however, the children should be able to express themselves more adequately and more completely because of the practice they have had the past two days.

As usual, review as a group what each child said, focusing on his feelings. Summarize the activity, concentrating on the good feelings that come from experiencing yourself as being effective and from finding out how others become effective.

Week 5 – "How I Got What I Needed"

Thursday – I Couldn't Get What I Needed

This is a repeat of Tuesday. The emphasis is on having the opportunity to give and to listen to helpful suggestions from the other children.

Thus the children are allowed to teach each other. How it pays to listen is also emphasized. To the extent that the helpful suggestions are appropriate and the children can apply them, they will become more effective.

After a review of what each child has said, summarize together how it is good to have a chance to learn how to give and how to receive helpful suggestions.

Week 5 – "How I Got What I Needed"

Friday – How I Got What I Needed

As the children are now fairly well versed in how to talk about getting needs met, they should be encouraged to go into more elaborate descriptions of important needs they wanted met and how they went about accomplishing this.

Encourage full cross-comments among the children, in terms of whether that is what they would have done or if they would have had a different way to solve the problem.

Invite the group to review what each child said, focusing on his feelings. Then summarize what has been accomplished throughout the week, bringing out the basic ideas that we can all experience ourselves as being effective and as having limitations too. We can help each other if we are willing to listen and try to understand. Concentrate on how it is helpful to us to have learned these important things.

Unit 2 – Three Weeks on Mastery: Self-Confidence, Self-Sufficiency and Effectiveness

Week 6 – "How I Got Into Trouble"

Monday:	I Didn't Know I'd Get Into Trouble
Tuesday:	I Knew I'd Get Into Trouble If I Did It
Wednesday:	There Was No Way To Avoid Trouble
Thursday:	Somebody Got Me Into Trouble
Friday:	The Worst Trouble I've Been In

Week 6 – "How I Got Into Trouble"

Monday – I Didn't Know I'd Get Into Trouble

All children of this age get into trouble on the basis of just plain inexperience.

The major purpose of this activity is to help the children to become more effective by learning how to get their needs met without getting into trouble.

Another purpose is to help the children to realize that they are not necessarily bad just because they got into trouble. At the same time, it can be pointed out to them that they are going to have a chance to help each other to avoid trouble by letting everybody know what kinds of things can happen. They can learn to avoid a lot of trouble just by listening carefully.

Do not be surprised by some measure of exhibitionism and pleasure in telling about getting into trouble. This is common, probably because children of this age are usually not dealt with severely and they do love a little adventure.

Ask them to tell how they felt at the time of the incident – and now.

Be sure that every child has a turn and that you take your turn too. The children will be delighted to hear how you got into trouble too, in some way – now, or as a child.

Invite the children to review what each child reported, focusing on the feelings he had. Ask them to summarize the activity around the points mentioned above.

Evaluate together the manner in which the group proceeded.

Week 6 – "How I Got Into Trouble"

Tuesday – I Knew I'd Get Into Trouble If I Did It

This is a different kind of trouble, resulting from factors other than inexperience. It is a very common problem.

Even though we know we are going to get into trouble, we sometimes go ahead anyway. But there usually is a "special" reason.

Encourage each child to explain how he proceeded to get into trouble even though he knew it would happen, taking your turn first if need be.

As each problem situation is presented, invite the children to come up with helpful suggestions for each other so they can deal with the problem in a better way when it comes up again.

Try to be sure that every child gets a turn. If time is a limitation, the emphasis should be placed on the problem-solving aspect. Focus on the feelings that accompany helping each other solve problems.

Summarize to the effect that we always feel that we have a good reason to do what we do, but that someone else may not feel that it is such a good reason.

Week 6 – "How I Got Into Trouble"

Wednesday – There Was No Way To Avoid Trouble

This is a minor variation of the cue that was given yesterday. The purpose is to increase the children's repertoire of coping skills, so that they can learn how to make a better adjustment.

This is accomplished much in the same vein as yesterday, by having the children each tell of an episode, and as soon as each child is finished, the other children are invited to supply them with new ideas that might help the next time.

In addition to the helpfulness aspect and its accompanying feelings, the matter of how important it is to listen may be focused upon, reminding the children how they might learn something of value to them, even while a suggestion is being made for another child.

The summary should be made in keeping with the kind of helpful ideas that come up generally, and why it is good for us to share together in this way.

Evaluate as a group the manner in which the group proceeded.

Week 6 – "How I Got Into Trouble"

Thursday – Somebody Got Me Into Trouble

The main purpose today is to help the children to recognize more clearly the measure of responsibility that they may have had in causing the trouble that, as they see it, someone else caused.

Whichever way the trouble arose, helpful suggestions should be elicited as usual.

If it seems that the child has ignored his role in causing the trouble, the other children should be invited to help him to see how he might have had something to do with causing the trouble. For example, a child may feel that he got into trouble because some child told him to do something. But, another child may point out to him that *he did not have to* do the thing. That was *his* part in it.

It is especially important that you be willing to go first today – allowing the children to point out alternatives to you. The benefits are that the children will either get some helpful suggestions or else their tendency to deny their responsibility and to project it onto someone else will be reduced.

You will need to guide this activity very closely, allowing no child to become derogatory or critical of another. Rather, place the emphasis on how we can sometimes help by pointing out things to each other that we can see that the other person can't see.

As a summary, invite each child to tell his personal meaning of today's activity.

Week 6 – "How I Got Into Trouble"

Friday – The Worst Trouble I've Been In

The children have now had several days to learn to feel comfortable and to use the language relating to trouble. Today, opportunity is provided for each child to talk about something which may be troubling him.

By this time, the children are very aware of the accepting atmosphere and the procedure of making helpful suggestions.

As time permits, try to be sure that every child who wishes to has a turn. Focus on his feelings rather than the content of his story.

As a summary, encourage the children to discuss the broader meaning of today's activity.

LEVEL II

SOCIAL INTERACTION

Three-Week Unit on Understanding How People Affect Each Other

First Semester (Weeks 7 – 9)

Unit 3

Week 7 – Getting and Giving Approval

Week 8 – Getting and Giving Disapproval

Week 9 – Getting Attention

Unit 3 – Three Weeks on Social Interaction: Understanding How People Affect Each Other

Week 7 – Getting and Giving Approval

Monday:	I Did Something That Somebody Liked
Tuesday:	Somebody Did Something That I Liked
Wednesday:	I Did Something That Somebody Liked
Thursday:	Somebody Did Something That I Liked
Friday:	We Did Something For Each Other

Week 7 – Getting and Giving Approval

Monday – I Did Something That Somebody Liked

There are four ways that people affect each other. Tell the children you can please people or displease them, and that other people can either please or displease you.

Today we are going to tell some examples of one of these four possible ways that people can affect each other; it is the activity, "I Did Something That Somebody Liked".

The basic purpose is to provide an opportunity in which the children can learn, by stating their own personal experience and by listening to the personal experiences of others, how somebody can do something that another person likes.

It will be easiest to get the children started, if you begin by giving a personal example of how you did something that somebody liked. In finishing your story, tell how you produced good feelings in the other person. Say that when you make another person feel good, that's the same thing as doing something they like. Tell by what behavioral signs you know that they felt good.

Give every child a turn. They will tend to be more elaborate in their productions if they are asked to tell a "story" about how they did something that somebody liked.

Show appreciation to each child in your own way for his contribution, but do not tell him what "good children you are", because next week we will be talking about doing things that people did not like. We do not want to give the children at that time the idea that they are bad. There are better tools to foster considerate behavior than old-fashioned moralizing.

Be neutral, summarizing as a group the essential thought at the end of each child's story. Focus on the feelings of each child at the time of the incident he reports, and now.

After a review of what each child has said, summarize to the effect that everyone can do things that another person will like, with the children doing most of the talking. Evaluate together the manner in which the group proceeded.

Week 7 – Getting and Giving Approval

Tuesday – Somebody Did Something That I Liked

Yesterday we told how we had done something that another person liked, that made them feel good. We can all do things that other people will like, and that will make them approve of us. This is the second interpersonal equation.

Another thing that happens between people is that *they* can do something that *we* like.

Give the children a personal example, showing how somebody, possibly a child in the group, did something that pleased you, how it made you feel good, and that you are grateful or appreciative. (Do not be concerned if the children do not understand all of the terms immediately; they will in time; all we are after, at this time, is the general theme which they will all understand.)

Give each child a turn to tell his "story" in which somebody did something that he liked. Asking open-ended questions, encourage each child to tell his story as fully as possible. Show appreciation to him when he is finished, and ask another child to give a very brief review of the main point, or do so yourself. Stress the point that it was something that he liked and ask him if he was grateful or appreciative.

When all of the children have had a turn, summarize as a group, in relation to the central and general points of today's activity.

Evaluate together the manner in which the group proceeded.

Week 7 – Getting and Giving Approval

Wednesday – I Did Something That Somebody Liked

This is the same activity as Monday.

Because of the last two days of practice, the children will probably be capable of much greater articulation today, and should thus be able to dwell more easily on the focal issues.

After everyone has had a turn, review together what each child said, giving the children the opportunity to demonstrate how well they listened.

Summarize with them, reviewing that we can all do things that another person will like, that will please him, or produce some other good feeling. When we do something that another person likes, he/she is probably grateful or appreciative.

Week 7 – Getting and Giving Approval

Thursday – Somebody Did Something That I Liked

This is a review of Tuesday's activity.

Because of the past three days of practice with the language and the concepts, there should be a deepening and broadening comprehension of the basic ideas.

Give every child a turn, reviewing, summarizing, and evaluating in the usual fashion.

Week 7 – Getting and Giving Approval

Friday – We Did Something For Each Other

The purpose of today's activity is to provide the children with a beginning notion of the reciprocity aspect of social relationships. All human relationships must be mutually beneficial in some way, or else they sooner or later fall apart.

First, give an example in which you did something that pleased someone, and that person, in turn, did something that pleased you. Then listen in the usual neutral fashion to each child's story.

As each child finishes his story, show your appreciation to him, and review briefly with him the main points. Ask him if there was appreciation from one or both people, and if so, how he knew of the appreciation. It is not vital that the child be able to answer this question. He will benefit merely from having been asked. The appreciation issue is an important one, and it is the main motivator for continued thoughtful or constructive behavior.

For summary, invite the children to comment on how many different kinds of things people do for each other, and how nice it is when they can be sure there is appreciation.

Unit 3 – Three Weeks on Social Interaction: Understanding How People Affect Each Other

Week 8 – Getting and Giving Disapproval

Monday:	Somebody Did Something That I Did Not Like
Tuesday:	I Did Something That Somebody Did Not Like
Wednesday:	The Teacher Did Something That I Did Not Like
Thursday:	I Did Something That The Teacher Did Not Like
Friday:	We Each Did Something The Other Did Not Like

Week 8 – Getting and Giving Disapproval

Monday – Somebody Did Something That I Did Not Like

This is the third of the basic interpersonal equations: Other people can produce displeasure in us.

This equation is learned by having each child tell a "story" in which someone did something that he did not like, after you tell a personal episode of your own. Focus on how the action resulted in causing bad feelings.

New facets of human functioning appear. There is a universal tendency for us to forget our share in escalating a conflict, but to remember very well the other person's injustice upon us. This mechanism is called projection or externalization of the blame.

It is very beneficial for the children to come to understand externalization in a personal and subjective way, and to see that they are very prone to use this device to preserve the *image* of good self-esteem. But this understanding will result in a more meaningful form if the person who helps the child see his own externalization is another child, rather than the adult.

For this reason, the teacher should strive fully here to serve as a leader (one who serves and guides), rather than as a teacher (imparter of information). The secret of success is to get the other children to help the child, who is presenting, search into his own behavior to find a possible triggering act for the disliked behavior of the party complained against.

Be sure to show acceptance to each child for his contribution, but do not allow a child to misuse the helping role by putting down the other child.

Culminate the activity with a thorough review, focusing on the feelings of the children rather than the content of their stories. By repeating what they heard each other say, the children have an opportunity to demonstrate how well they listened and paid attention to each other.

Summarize as a group, focusing on how we are beginning to learn that we can help each other, by pointing out how we might have had some responsibility in another person's behavior toward us.

Evaluate the manner in which the session proceeded.

Week 8 – Getting and Giving Disapproval

Tuesday – I Did Something That Somebody Did Not Like

The purpose of today's activity, which is the fourth of the interpersonal equations, is to advance the children's ability to recognize, accept and understand the inescapable reality that they can sometimes bother other people. This is usually more difficult to face than what was experienced yesterday. However, after recognizing that other people have bothered them, they should be more receptive to recognizing that they too can bother others and begin to accept more responsibility for their own actions.

Even for many six-year-olds, admitting negative behavior can still be a rather sensitive area. Our task is to reduce the fearfulness associated with the honest recognition of their less-than-perfect selves. Through the accepting, non-moralizing atmosphere, the children gain the courage to look upon themselves with a higher degree of objectivity.

Break the ice by shedding your facade of being perfect. Relate an event in which you did something that somebody did not like. It may have been accidental or intentional. You will have to choose the ground where you can feel most comfortable yet reveal some behavior which bothered someone.

As the children are given the opportunity to volunteer this kind of a story, it will sometimes be found that quite a few of them have what seems to be a bad memory. Others will appear to genuinely believe that they have never done anything that bothered another person. The most frightened ones are those who present a blank look for the longest time.

Do not use any pressure to get a child to relate such an episode. Remember, our purpose is to reduce fear of being honest with one's self, not to increase this fear or the fear of the teacher. If only a few of the children develop enough courage to tell an episode, this will be enough examples to get this universalization point (everybody bothers people) across.

The purpose is *not* to get the children to tell a negative episode. This is an important vehicle, but our purpose is to help children understand that if someone shows them disapproval, this occurred because he made the person feel bad. We are attempting to help the children to develop more courage to face themselves as they truly are. Focus on the feelings of the people involved rather than the content of the story each child tells. Let him know you appreciate his courage to tell the story.

After a thorough review of what each child said, summarize, as a group, to the effect that just because we have bothered someone does not necessarily mean that we are "bad" people. It means that we bothered someone, and now if we want to stop bothering them, we know more about how to do it.

Evaluate together the manner in which the session proceeded.

Week 8 – Getting and Giving Disapproval

Wednesday – The Teacher Did Something That I Did Not Like

Discuss with the children how it takes a lot of courage to tell a grown-up something they did that you did not like. Say that you are trying to be the kind of a grown-up who likes to know if you do something that a child does not like, because then you can try to do something about it. If you do something that one of them doesn't like and you *don't know about it,* then there is not much that you can do about it.

As the children bring up things that you have done that they do not like (they will probably be most reluctant, but some will be able to do this), be sure not to take a defensive attitude. Just listen neutrally, whether the complaint seems valid or not. Help the child to verbally focus on the feelings in him that were engendered.

The major purpose of this activity is not to set things straight. Rather, it is to increase the children's courage to express resentments toward the teacher. This is best done by allowing them to do so and to find out that nothing catastrophic happens. Instead, they are listened to acceptingly and seriously. The child also becomes more in touch with his own feelings. He learns that you find his feelings (not necessarily his reasoning) acceptable and valid.

Make sure, before the session is completed, that each child who shares knows that right now things between you and him are fine. He may be worried about your relationship after bringing up something that you did that he did not like.

Some adults believe that children should not voice disagreement or resentment toward their elders. These adults should ask themselves if they prefer for these children to *pretend* respect, through fear, or if they would like to have the children genuinely give respect because they have admiration for the adult.

Summarize by discussing how they probably thought something terrible would happen when they talked about what you had done that they did not like, but, as they can see, nothing terrible has happened. As time permits, invite comments on how these resentments might be reduced in the future.

Week 8 – Getting and Giving Disapproval

Thursday – I Did Something That The Teacher Did Not Like

Tell the children how much courage they have been showing the past two days in being able to face up to the negative. Tell them that you are proud of their being so brave, and that you have a new, tough game to play.

Tell them that you want them to know something about you. It is the way you try to help children to become less afraid. (When children become less afraid, they don't think that they have to be perfect for you.) Tell them that you know they will bother you once in a while and you will try to understand and will still like them. Tell them that you appreciate their ability to be honest about things. Discuss with them how we've been in school for some time and each one has done some things that you did not like. Some things you remember and some have been forgotten.

Begin the session by telling of something you did as a child to displease your teacher. Give each child a turn to tell of something that he did that you did not like. Listen neutrally. *The purpose is not to judge; it is to keep the door of communication open, so that there can be better understanding.*

In response, be careful not to judge, but honestly tell how the incident made you feel, where you feel things went wrong, and how they might go better next time.

If a child makes some judgmental remark, diplomatically direct his attention away from the judgmental content. Help point out the feelings which lay beneath, for which acceptance should be shown.

With each child who shares, attempt to let him know that right now things are good between you and him. He may be anxious about the relationship after talking about what he did that you did not like.

As usual, review as a group what each child said and summarize the content of the session. Emphasize that it is helpful to know how disapproval is brought about and to give and receive suggestions on how to avoid pitfalls more often in the future.

Week 8 – Getting and Giving Disapproval

Friday – We Each Did Something The Other Did Not Like

Beside the obvious lesson implied in the name of the activity, the purpose today is to promote an orientation of understanding, rather than self-justifying escalation in conflicts.

Take advantage of the time today to give any children who did not have a chance to participate yesterday or earlier in the week an opportunity to speak. By now, more may have gathered the courage to do so. It may also be useful to give attention to any important "unfinished business" that may have been begun earlier in the week related to getting and giving disapproval. Remember always to help the child speak about his feelings which relate to his story.

As usual, review together what each child said, summarize, and evaluate the session.

Unit 3 – Three Weeks on Social Interaction: Understanding How People Affect Each Other

Week 9 – Getting Attention

Monday:	How I Got Somebody To Pay Attention To Me
Tuesday:	How Somebody Got Me To Give Him/Her Attention
Wednesday:	How I Felt When I Did Not Get Attention
Thursday:	I Gave Somebody Attention Because He/She Needed It
Friday:	I Did Not Know How To Get Attention

Week 9 – Getting Attention

Monday – How I Got Somebody To Pay Attention To Me

The purpose of today's activity is to show the universality and legitimacy of the need for attention. Secondary goals are to elucidate the different ways that people get attention, and to make it clear that there is a difference between getting attention by having people mad at you as compared to getting attention without getting anyone mad at you.

Because the need for attention is so fundamental, there must be an almost unlimited number of ways to get this need met, ranging from the most elegant style to the poorest possible form. For example, you can get attention by being funny, informative, dramatic, helpful, disruptive, destructive, ineffective, and so forth. One of the most common and acceptable ways to get attention is by giving attention in the form of a greeting.

You might use such an instance as your personal example and tell how you got attention in return for the attention you gave.

For many children of this age, attention may seem at first to be a rather abstract concept, but by Friday it will be familiar to all. Therefore, do not expect them to understand fully from today's activity alone.

Give as many examples as are necessary to get the children going on this one. Try to extend their notion of attention to something broader than just greetings. Be sure to reinforce good listening.

Ask the children questions that center around the issue of whether they got attention in such a way that pleased the person or displeased the person.

After reviewing together what each child told, summarize in accordance with the general concepts that arise from the children's examples.

Evaluate as a group the manner in which the session proceeded.

Week 9 – Getting Attention

Tuesday – How Somebody Got Me To Give Him/Her Attention

The purpose of today's activity is essentially the same as yesterday's. This time, it is approached from a different vantage point.

Not only do we want and need attention from other people, but other people also need to get attention from us.

Give an example of how someone favorably got your attention, and then give another example of how someone, whom the children don't know, unfavorably got your attention.

Give each child a chance to tell a story in which someone either got their attention in a pleasant way, or in an unpleasant way.

Show your appreciation to each child for his contribution, mentioning him by name.

Review by asking the children to repeat the main point of each child's story, thereby giving them the opportunity to demonstrate how well they listened.

Summarize the general points about attention that were brought out, stressing how everyone needs attention and how it helps us to understand people better by knowing this.

Week 9 – Getting Attention

Wednesday – How I Felt When I Did Not Get Attention

One way we can get a bad feeling is when some person, from whom we wish to get attention, ignores us instead.

Give them a personal example and let them know how your feelings were hurt. Then allow each child to have a turn to tell his story about how, instead of getting attention from whom he wanted it, he was ignored. Ask him to tell how it made him feel.

Do not discuss with the children whether or not that person was being mean. In the first place, we hardly ever know what really went on, because of both selective observational tendencies and equally selective tendencies in reporting events. Such situations must, therefore, be dealt with slightly tongue-in-cheek, but at the same time given a prima facie validity, in which you believe that what the child is telling you is very probably as honest and as accurate as he can tell it.

While it would probably be best for you not to take sides or get involved in any criticism or resentment, the field is wide open for whatever remarks any of the other children may wish to make. Try to guide the discussion around the basic purpose of the activity.

After reviewing, summarize by discussing together how all of us get our feelings hurt when we feel that we are being ignored instead of getting the attention we want.

Evaluate as a group the manner in which the activity proceeded.

Week 9 – Getting Attention

Thursday – I Gave Somebody Attention Because He/She Needed It

The purpose of today's session is to put the children in touch with the charitable side of their nature, and to help them to recognize that they each have the power to meet this great and fundamental need for attention that all people have.

Most children, unless specifically reminded, rarely see the powers they have to do good things for others.

Give the children a personal example of noticing that someone needed attention. Describe fully how you went about giving it in order to make that person feel good. Tell how giving the attention made you feel.

Tell them you bet they hadn't noticed that they all have done this same thing. "But we all do and now we are going to take a little time out and remind ourselves, and each other, how we have done this kind of thing." Ask each child to tell how it made him feel to do this kind thing.

If they run into trouble remembering, encourage some of those who catch on first to arouse the memory of the others.

Try to get everyone to have a turn and review what each child said.

Finally, summarize, as a group, to the effect that everyone needs attention, and every one of us has it within our power to give it.

Week 9 – Getting Attention

Friday – I Did Not Know How To Get Attention

This is a universal problem. And, as in almost all universal problems, it is good for the children to know that they are not the only ones who have it.

The major purpose of today's activity, however, is to allow the children to suggest to each other ways that they might have gotten attention where they were unsuccessful before.

Give a personal example, and see if you get one or more of the children to come up with a helpful possible solution that you could use next time. Allow every child who wishes to have a turn. Tell which suggestion sounds like one that you will be able to use next time.

Then give every child a turn. Immediately after each child presents his problem, go around and get as many different helpful suggestions as you can. When someone comes up with a suggestion that the child feels will work, let him say so. Then go on to another child to present his problem.

Summarize, as a group, the main points brought out in today's activity.

PHASES FOR TRANSFERRING LEADERSHIP FROM TEACHER TO CHILD

The age of readiness to acquire leadership skills for most children lies somewhere between their sixth and eighth birthdays. As in all aspects of readiness, if the child is presented with this challenge too early, time and energy are wasted, and the child will experience unnecessary frustration. On the other hand, if the child is not presented with the challenge at a time reasonably close to his stage of readiness, and time is allowed to pass, then his facility to easily acquire these skills gradually diminishes.

This Activity Guide provides for the children to begin to assume the responsibility of leadership, with the teacher's help, in the eleventh week.

Leadership training is best acquired in several stages. In the first stage of training the child observes you, and thus acquires the skills of leadership by observation and later by simple imitation. Secondly, the child acquires leadership capability by taking the risk of serving in the role of leader when you ask for a volunteer.

In the next stage of leadership training, the child sits along side of you and performs all of those activities that he has observed you being responsible for. You are now the leader-trainer. Lend support, encourage, and minimally guide the child as necessary. However, if a great deal of leadership training is required at any given session, then the child is experiencing failure rather than success. His leadership training should be tactfully stopped at this point and postponed temporarily to another day when he has either more experience in observing, more courage, or more readiness to try again. The good leader-trainer gives only enough guidance to keep the ball rolling in the early stage of leader-training.

As each child progresses in his acquisition of leadership skills, the good leader-trainer phases herself out of the leader-trainer role as rapidly as possible, until in the final stages, the child leader is effectively serving the needs of the group in a totally responsible way. At this point, one might say that the presence of the teacher is almost completely as a participant. She serves as a reinforcing agent for all of the constructive elements of a circle session, which is to move the children forward in the direction of becoming more aware, more self-confident, and more socially constructive.

Be sure to emphasize to the children that every child has leadership potential and that everybody can lead. All that is required is a little bit of courage and a lot of practice. Be as personal as possible when you make these remarks to the group. Try to convey to the children the feeling that you strongly believe in them. However, do not belabor this point; if anything is said too frequently, it begins to evoke doubts in the listener.

We shall assume that a child is going to be leading the present session. In this case, it would be best to allot approximately thirty minutes, and this should be broken up flexibly in your mind into three periods.

LEVEL II

Period 1 . . . 5 minutes. In this introductory period you are the exclusive leader. Tell the class who the child leader is going to be, and that he will be the one who will take the responsibility for finding out which subject the class wants to discuss that day. (See the directions for the eleventh and twelfth weeks.)

Remind the children about good listening, and say that no child can serve them well as a leader unless he has the cooperation of the rest of the class in terms of respecting these standards. At this point, remind the children that the privilege of running their own circle session comes from the degree of responsibility that they can show in being well controlled and considerate of each other.

Then exchange places with the child who is going to be the leader for the day, and sit next to that child. A rearrangement of the seating should occur so that the child leader assumes the position where you sat, and you take the position next to the child leader.

Period 2 . . . about 20 minutes. To assist the child leader, read the names of the five activities of the present unit to the group, and ask the child leader to observe the raising of their hands as they vote for a particular game to determine roughly how many want to play that game. It is usually necessary, at this early stage, for you to go over the list of five activities two or three times and allow repetitive and multiple voting until the child leader declares which activity the most people want. At this point, the leadership is turned over, rather fully, to the child. Remind him that the main purpose today is to be sure that he is fair and gives every child a turn; that preferably no child should have two turns before every child who wants one has his turn. Be sure that you have your turn too.

Again, in this early phase, expect the sessions to be rather brief, lasting only ten minutes, because the child leader, due to inexperience, is lacking in the necessary skills to encourage the children to express themselves fully.

As soon as it is apparent that the child leader has called upon every child who wishes to have a turn that day, terminate his leadership by thanking him and changing places with him.

Period 3 . . . 5 minutes. Now you are again the leader. Your first task is to seek from the children an expression of appreciation for the fact that the child leader tried, and to then ask if there are any positive remarks to be made about the way he led the group.

Then shift your focus on the content of the day's activity and away from the leadership training aspect. In this phase, review briefly the feelings expressed, and guide a discussion which summarizes the significance of the specific remarks made by the individual children during the central portion of the activity. Ask the children questions which will elicit expressions about the benefits of the session. Finally, evaluate together the manner in which the session proceeded.

LEVEL II

Further points to consider . . .

While some children have more leadership potential than others, every child can be a leader and can do a competent job, even though he may never become an expert.

While getting attention, recognition, and experience for himself, the leader maintains as his principal motive the opening up of each and every child so that he may have the opportunity to express himself as fully and as honestly as is possible. The leader is not an indoctrinator, but rather he is a facilitator of growth inducing expressions. He is sensitive to the *feelings* of the child who is expressing himself and does not get sidetracked by the less important matter of what the child is saying, which is the *content* of his remarks.

The constructive leader reflects to a given child what his feeling state is, in regard to what he is saying at the time. He seeks to promote spontaneous interaction among the children first, however, and tries to get the other children to respond to a child who is expressing himself. If necessary, he finally falls back on his own ability to reflect that child's feelings.

The leader is patient in his listening, and never hurries a child along. He is willing to listen and does so in a neutral and tolerant fashion. The only things a good leader does not tolerate are destructive comments and acting out. The good leader evokes to a maximum extent the expression of leadership abilities on the parts of as many other members of the group as is feasible, while still maintaining the focus on the basic subject of the day.

He is sensitive to the needs and readiness of the group to shift from one focal subject to another when such shifting is indicated.

The good leader is respectful at all times of all of the children and is appreciative of the opportunity to have the responsibility of being the leader. Further, he is appreciative of the constructive criticisms that are given to him toward the end of the session.

One of the hallmarks of good leadership is the dedication of the leader to provide those who are being led with a strong voice in the decision-making process. For this reason, the good leader serves the best interest of the group by helping to implement the wishes, desires, and needs of the majority, while recognizing and finding some way to serve the wishes, desires, and needs of the minority, even to the point where there may be a minority of only one. When children in the early and formative years share in the decision-making process; for example, when they choose the topic for the day, they are expressing themselves as true participants in the democratic process; they are not learning about democracy, but they are learning democracy by living in a democratic way.

The effective leader sees to it that the focal subject of the day's activities is adhered to and does not permit digressions that cannot easily soon return to the central concept.

The leader is fair and kind, but firm about encouraging good listening. He only asks enough questions of any given child to encourage that child to give maximum expression to his thoughts and feelings. A good leader does not put words into a child's mouth, nor does the

good leader make any critical comment in regard to whether or not he would react the same way, nor does he make any statement about whether he approves or disapproves of what the child has said or reported that he had done.

The good leader, whether it is teacher or child, is willing to listen to a critique of his leadership and is flexible enough to adjust his leadership techniques to whatever constructive criticisms are made.

At the end of a session, the leader sees to it that a number of children are given the opportunity to make a critical review of the meaning and value of the activity to them, in a general way, from the many specific things that have been discussed.

The more often a child serves in a leadership capacity, the greater becomes his awareness, his self-confidence, and his comprehension of social interaction. The child who is leading is practicing at being a responsible and considerate person. The more that he practices in a framework that never permits the abuse of power, which leads to destructive social activities, the more responsible a person he will become.

Leadership training seen in the light of the above is really nothing more than the building of good character.

LEVEL II (Second Grade)

Unit 4 – Three Weeks on Awareness

Week 10 – Exposure to Awareness Activities

Monday:	Something Makes Me Feel Good
Tuesday:	Something Makes Me Feel Bad
Wednesday:	Something I Wish For
Thursday:	When I Got Scared and It Was Fun
Friday:	A Thought That Keeps Coming Back To Me

Weeks 11 and 12 – Experience with Awareness Through Children's Choice and Child Leadership

Each day the children are reminded of the 5 activities and allowed to vote on which one they want. Do whichever activity more than 50% want. If some topic is avoided regularly, urge the group to face it, even if only some will agree to participate.

Monday of the 11th week may be the most appropriate time to begin the child leadership training, after you have led the sessions during the tenth week. Pages 62 and 65 and page 73 explain the procedure.

Week 10 – Exposure to Awareness Activities

Monday – Something Makes Me Feel Good

The object of this activity is to give each child an opportunity to talk about his good feelings. The thing that he talks about is only a vehicle which serves the purpose of allowing his words to communicate with others, in a meaningful way, the kinds of pleasant feelings that he has.

Offer an open invitation to the children to tell about something that makes them feel good. As the topic suggests, allow wide latitude in the type of responses which come. Always ask the child about his feelings, helping him to become more articulately aware of himself.

Be sure to take your turn too. Show your appreciation to the children who participate verbally and to the children who demonstrate that they have listened and paid attention to the children who spoke.

Review together what each child said, allowing the children the opportunity to show how well they listened.

Summarize to the effect that we all have good feelings – only the things that give us the good feelings are different. Also discuss how by sharing our feelings we are getting to know ourselves and each other better.

Evaluate together the manner in which the session proceeded.

Unit 4

Week 10 – Exposure to Awareness Activities

Tuesday – Something Makes Me Feel Bad

If the children had not had as many opportunities to discuss their negative feelings, this might be a difficult task for them, because as children grow older, they have a growing tendency to avoid discussion of the negative.

Today every child is provided with the opportunity, if he wishes, to tell about something that is giving him a bad time, that is, that is making him feel bad in some way. You may find it necessary to take your turn first, in order to get things started.

Your attitude should be one of neutral and tolerant interest. Do not moralize or attempt to take sides regarding any negative expression that the child comes up with. Your role is simply to understand, in a feeling way, what it is that the child feels beset with or unhappy about.

The other children will naturally wish to find some solution for this child who is experiencing unpleasantness. You may encourage the children who are willing and able to do so, to provide each other with their helpful and constructive suggestions on how to eliminate or reduce the bad feeling that is incurred by whatever agent. Remember, however, that the basic purpose of the activity is to give each child who wishes to tell about his bad feeling a chance to do so and to show him that you accept his feeling.

After reviewing what each child said, summarize together that it is helpful to know that everyone does have bad feelings, that it is O.K. to talk about them in the circle session, and that we are acceptable to each other – bad feelings, and all.

Week 10 – Exposure to Awareness Activities

Wednesday – Something I Wish For

This is usually a very popular activity. Give each child who wishes to speak the opportunity to tell about something he wishes for. Ask him to tell how he would feel if he had the thing he wishes for. As time permits, allow the children to take more turns to tell about their wishes. Be sure to take your own turn too.

You may hear of wishes that have to do with nonmaterial things. For example, children often wish for powers, real or magical, for things to be completed, for a visit by relatives and, not infrequently, to be able to change time at will and even to not have to go to school.

As the child speaks, do not comment on how realistic or unrealistic his wishes are. Listen in an interested but neutral fashion, modeling this behavior for the other children. Invite them to comment upon each other's wishes if they are so inclined.

Review what each child said, and summarize to the effect that we all have wishes, and sharing them with each other helps us to know each other better.

Week 10 – Exposure to Awareness Activities

Thursday – When I Got Scared and It Was Fun

In today's activity, one can expect a great deal of excitement and laughter, which should be permitted without comment, because children often enjoy scary things if they are not overwhelmed with the fear.

One of the main functions of the activity is to clear the way so that the children may, on another occasion, talk seriously about being frightened.

Ask the children to tell about a time when they were scared and it was fun. If necessary, give an example of your own. Ask each child to tell how he felt at the time of the incident.

Listen in a neutral fashion, not trying to give any reassurance or discuss the reasonableness or unreasonableness of any given fear. Encourage the children to comment to each other, as the session proceeds, regarding the stories that are related.

Review together what each child said, and summarize to the effect that sometimes being scared can be exciting and fun, depending on how frightened one is.

Week 10 – Exposure to Awareness Activities

Friday – A Thought That Keeps Coming Back To Me

This is an opportunity for each child to express what could be one of his obsessions. When a person has a recurring thought, it usually pertains to an unsolved problem, an expected fearful episode, or equally as often, to a wish for something.

Be ready to take your turn first, if need be, in order to get things started. Then give the children who wish to speak to the group about a thought that keeps coming back to them, an opportunity to do so.

Encourage the other children to comment in a helpful and constructive way about the recurring thoughts the children report. Show your appreciation to the children who participate verbally and to the children who demonstrate that they are listening carefully.

After reviewing together what each child said, summarize to the effect that we all have experienced recurring thoughts, and by sharing them, perhaps we can help each other to understand their meaning.

TRANSFERRING LEADERSHIP FROM TEACHER TO CHILD

Unit 4 – Weeks 11 and 12

For each of these ten days the children are given the opportunity to share in the decision-making process. The children benefit in two ways from choosing their topic for the session. In the first place, they love and appreciate the opportunity to decide. Secondly, they know best what they are the most ready to discuss that day (because they know best what is uppermost in their minds), and what they are the most eager to discuss will probably be of the most benefit to them.

Depending upon how readily this group of children demonstrate self-discipline, you may, on Monday of the eleventh week, ask for a volunteer who wishes to gain some experience at being leader.

If one of the children is ready for leadership training, this should be done as soon as possible. However, this child may not have another turn to lead the group until every other child in the group has had a turn. In most typical classrooms this will mean that approximately thirty or thirty-five children will have to be provided with this leadership opportunity first, before any child may have a second turn.

See pages 62 to 65.

LEVEL II (Second Grade)

Unit 5 – Three Weeks on Mastery

Week 13 – Exposure to Mastery Activities

Monday:	How I Got What I Needed
Tuesday:	How I Got Into Trouble
Wednesday:	My Powers To Be and Do
Thursday:	If I Could Do Anything I Wanted To Do
Friday:	Something Real and Something Make-Believe

Weeks 14 and 15 – Experience in Mastery Through Children's Choice and Child Leadership

Each day the children are reminded of the 5 activities and allowed to vote on which one they want. Do whichever activity more than 50% want. If some topic is avoided regularly, urge the group to face it, even if only some will agree to participate.

The teacher leads the activities of the 13th week, turning over the leadership role to the children in the 14th and 15th weeks. See pages 62 to 65 and page 81.

Unit 5

Week 13 – Exposure to Mastery Activities

Monday – How I Got What I Needed

The purpose of this activity is to provide each child with the opportunity to describe his personal style of developing and increasing his measure of self-sufficiency. Since all of the children are listening, they have the opportunity to learn a large variety of effective and ineffective ways of getting one's needs met.

Encourage full cross-comments among the children, in terms of whether that is what they would have done, or if they would have had a different way to solve the problem.

Review, as a group, what each child said, focusing on his feelings. Bring out the basic ideas that we all experience ourselves as being effective and with limitations too. We can help each other if we are willing to try to understand each other and listen to what others say about their own struggles and their suggestions. Concentrate on how it is helpful to us to have learned these important things.

Evaluate, as a group, the manner in which the session proceeded.

Week 13 – Exposure to Mastery Activities

Tuesday – How I Got Into Trouble

Surprisingly, this has proven to be a very popular activity. While one might expect that the children would prefer to avoid the embarrassment of exposing themselves in a possibly bad light, this has not proven so. In fact, often the children will be found to be exhibitionistic, although not necessarily proud of some trouble they have been in.

The main purpose of this session is to counteract the erroneous conclusion that children come to – that they are the only ones who get in trouble. They also don't know how others feel when they get into trouble.

The best way this can be accomplished is to allow all of the children to listen to how other children get into trouble, and how it made them feel.

A secondary purpose is to provide an opportunity for those children who have not yet been in *this* trouble to learn where trouble areas exist and how they might be avoided.

Still another objective is to provide the children with the helpful and guiding counsel of the other children who will eagerly give constructive advice on how to avoid this trouble in the future.

Ask them to tell how they felt at the time of the incident – and now.

Do not moralize or be surprised by some measure of exhibitionism and pleasure in telling about getting into trouble. Be sure that every child has a turn and that you take your turn too. The children will be delighted to hear how you, too, got into trouble in some way – now – or as a child.

Review what each child reported, focusing on his feelings, as a group. Also summarize the activity around the points mentioned above.

Unit 5

Week 13 – Exposure to Mastery Activities

Wednesday – My Powers To Be and Do

The basic purpose of this activity is to provide the children with an opportunity to increase their self-confidence by publicly relating something they can do well and that they are, therefore, proud of. They cannot too easily be accused of bragging, because the activity requires it.

A further purpose is to increase the children's awareness of the fact that they are self-determining and responsible people who can do things through their own efforts and effectiveness.

Try to be sure that every child has a turn. It is not sufficient that the child merely state something he can do well. Rather, encourage the child to go into a reasonable measure of detail about how he acquired the skill and in what way it is important to him. Focus on his feelings of accomplishment.

Sometimes a child will tell of something he is good at and it is obvious that this simply is not true. When such an instance arises, make a general comment without singling the child out about how we want to hear about how each one *really* feels about being able to do something. In time he should become more secure and risk being honest with the group.

After a thorough review of what each child said, lead a discussion about how good it is to know we can accomplish things and also how we all can have a power called *self-control*, when we do not do something we may feel like doing.

Week 13 – Exposure to Mastery Activities

Thursday – If I Could Do Anything I Wanted To Do

The purpose of this game is to provide the children with an opportunity to express their universal wish for omnipotence. Children are generally very appreciative of the opportunity to express their superhuman yearnings. The function of such yearnings is to help neutralize, to some extent, their universal feelings of helplessness.

While every child is given the opportunity to express his omnipotent yearnings, he is simultaneously exposed to the basic truth that every child has such yearnings. Again, this reduces the child's sense of uniqueness and the possible feeling of being "strange".

In order to show the children that it is O.K. to do this, you may wish to take your turn first, and tell how you would feel if you could do what you wanted to do.

Often children will express such magical ideas as being able to change time at will, to become very large or small, to be a person in great authority, and sometimes, to be God himself. Ask each child how he would feel if he could be the thing or person he describes.

Encourage the children to comment upon each other's announcements, but critical remarks should be discouraged.

Review as a group what each child said, and summarize how we all have such yearnings and it can be fun and informative to express them.

Week 13 – Exposure to Mastery Activities

Friday – Something Real and Something Make-Believe

The purpose of this activity is to help the children clarify their thinking and to be better able to express in words how they tell the difference between something that is real and something that is fantasy.

Reality testing, that is the ability to distinguish reality from fantasy, is one of the hallmarks of the emotionally mature individual. He recognizes those things that are real and deals appropriately with them. He also can recognize those things that are fantasy, and responds only to them as the products of the human mind, having no other objective reality.

Provide each child with the opportunity to tell one thing that is real and to tell by what characteristics of the object, and by what senses of his body, he is able to make this determination. When the child has done this, he should be encouraged to tell of something that he knows is make-believe and how he knows it. As usual, give every child a turn.

It can be expected that the children here will be discussing such things as ghosts, devils and monsters.

Center the summary discussion around the idea that by listening to the other children, we are learning how to distinguish better between the real and the make-believe.

TRANSFERRING LEADERSHIP FROM TEACHER TO CHILD

Unit 5 – Weeks 14 and 15

The important matter of providing the children with the opportunity to share in the decision-making process is built into the structural design of the following two weeks. On any given day, the activity will be any topic which fifty percent, or more, of the children choose. However, consider it your responsibility to be certain that one or more topics are not totally avoided by the children during the two-week period. After the second week is completed, each day after the children have chosen a topic to discuss, make a checkmark in the first week of the unit alongside of that day, in order to keep a record of which topics the children have chosen to discuss on their own. In this way, during the third week, you can look back and see which topics the children have avoided. Try to assert your influence during the third week to be sure that every topic is discussed at least once during the two-week period of Children's Choice.

When a child leads the session, sit alongside of him and be certain that no lesson gets started or continues unless the standards for good listening are adhered to.

You must believe strongly in children to allow a child to lead a session with only mediocre competence. The rule of thumb to keep in mind is that, on the one hand the child should never be allowed to drag out a miserable performance, and on the other hand, so long as the child is basically succeeding with the challenge of leadership, intrude minimally only to guide and upgrade the quality of his leadership.

Unit 6 – Three Weeks on Social Interaction

Week 16 – Exposure to Social Interaction Activities

Monday:	I Can Make You Feel Bad or Good
Tuesday:	How Someone Made Me Mad
Wednesday:	I Did Something That Somebody Liked
Thursday:	I Did Something That Somebody Did Not Like
Friday:	Somebody Told Me Something, But Did Not Mean It

Weeks 17 and 18 – Experience With Social Interaction Activities Through Children's Choice and Child Leadership

Each day the children are reminded of the 5 activities and allowed to vote on which one they want. Do whichever activity more than 50% want. If some topic is avoided regularly, urge the group to face it, even if only some will agree to participate.

The teacher leads the activities of the 16th week turning over the leadership role to the children in the 17th and 18th weeks. See page 89.

Week 16 – Exposure to Social Interaction Activities

Monday – I Can Make You Feel Bad or Good

The basic purpose of this activity is to help each child to realize that he is powerful. The power that is exposed today is the capability to influence the feeling state of another person, for better or for worse.

This is accomplished by having each child tell another child who has volunteered to be "it", "I can make you feel bad or good." The child should then tell what he could do to the child who is "it" to make him feel bad, and following this he should make some statement about what he can do to the child to make him feel good.

It is not sufficient that a child merely says what he can do to make the other child feel bad or good. This is only an introduction. Each child should then be encouraged to explain in what way he believes that the thing he might do to or for the person would make that person feel bad, and the same thing for what he might do to or for the person that would make him feel good. Then ask the child who was "it" how each of these actions would make him feel.

By giving the explanation in detail, the child who is talking, as well as others who are listening, are gaining an elaborate understanding of each other's psychology and motivation.

Do not be alarmed at expressions of morbidity, because these are universal, and to avoid them would only belie the reality testing of the children.

Everybody has sadistic fantasies. It would be grossly unfair to try to hide this reality from the children. It is more important to clarify for the children the distinction between having sadistic thoughts and feelings, which are inevitable, and taking action on these thoughts or feelings which can never be permitted.

If any child is hurt or angry because of what occurs, try to help him feel better by asking the children in the group to make suggestions on how to make the child feel better.

As time permits, encourage as much cross-discussion between the children as is possible.

After everyone has had a turn, review briefly and summarize, by discussing how this activity has helped us to realize that each of us has a power – to make others feel good or bad – and the responsibility for its use is ours.

Evaluate, as a group, the manner in which the session proceeded.

Week 16 – Exposure to Social Interaction Activities

Tuesday – How Someone Made Me Mad

The purpose of this activity is to give recognition to the fact that some things people do can make us angry. It is important for the children to realize that no one person has a monopoly on anger. This is a universal phenomenon. He also needs to know that just because he feels resentment, does not mean that he is a bad person, and he should not feel guilty.

There is a tendency on the part of many children to equate being angry with being bad. This is a dangerous belief for a child to hold, because anger is a very normal response to frustration. However, there is a great deal of difference between feeling angry, which hurts no one, and acting out on that anger which can easily hurt someone.

Ask the children to tell how someone make them mad (or angry). Be sure to take your turn, possibly speaking first to set the tone. Tell about how you felt when you were angry, and help them to describe their anger too. Encourage open discussion on the topic.

After reviewing, summarize together how we have learned that because we experience anger, this does not mean that we are bad people. Everyone experiences anger. One of the best ways to learn this is by talking about, and listening to, how others are angered.

Week 16 – Exposure to Social Interaction Activities

Wednesday – I Did Something That Somebody Liked

The purpose of this activity is to provide the children with the opportunity to express and to listen to episodes in which the child does something that pleases another person. The children learn that everyone can do something to please another, and they are exposed to a large variety of ways in which they can do nice things for other people, thereby increasing their repertoire of ways of being nice to others.

If this opportunity for sharing their valuable experiences were not specifically planned and provided for, they probably would only very slowly increase their repertoire of ways of being kind to others.

It will be easiest to get the children started, if you begin by giving a personal example of how you did something that somebody liked. In finishing your story, tell how you produced good feelings in the other person. Say that when you make another person feel good, that's the same thing as doing something they like. Tell how you know that they felt good.

Give every child a turn. They will tend to be more elaborate in their productions if they are asked to tell a "story" about how they did something that somebody liked.

Show appreciation to each child in your own way for his contribution, but do not tell them what "good little children" they are, because next week they will be talking about doing things that someone did not like, and we do not want to give the children at that time the idea that they are bad. There are better tools to foster considerate behavior than old-fashioned moralizing.

Be neutral, summarizing, as a group, the essential thought at the end of each child's story. Focus on the feelings of each child at the time of the incident he reports and now – also on how another person felt good because of what he did.

After a thorough review of what each child said, summarize to the effect that everyone can do things that another person will like, with the children doing most of the talking.

Evaluate together the manner in which the group proceeded.

Week 16 – Exposure to Social Interaction Activities

Thursday – I Did Something That Somebody Did Not Like

The basic purpose of today's activity is to help the children to realize that everybody displeases other people. They are not alone in their sense of inadequacy, and listening to how other children displease people will help to neutralize their sense of being different and inferior. In the child's language, instead of considering himself to be ineffective or inexperienced, he thinks of himself as being "dumb".

A further purpose of this session is to help the children to learn in advance of things they might do or say that would cause people to be displeased with them. They thus become better able to avoid such negative experiences in the future. They learn from each other by openly sharing their experiences.

As you did in the eighth week when this topic was dealt with for the first time, break the ice by shedding your facade of being perfect. Relate an event in which you did something that somebody did not like. It may have been accidental or intentional. You will have to choose the ground that you can feel most comfortable on, yet reveal some behavior which bothered someone.

As the children are given the opportunity to volunteer this kind of a story, it will sometimes be found that quite a few of them have what seems to be a bad memory. Others will appear to genuinely believe that they have never done anything that bothered another person. The most frightened ones are those who present a blank look for the longest time.

Do not use any pressure to get a child to relate such an episode. Remember, our purpose is to reduce fear of being honest with one's self, not to increase this fear and the fear of the teacher. If only half of the children develop enough courage to tell an episode, this will be enough examples to get the universalization point (everybody bothers people) across.

The purpose is *not* to get the children to tell a negative episode. This is an important vehicle, but our purpose is to help children understand that if someone shows him disapproval, this occurred because he made the person feel bad. We are attempting to help the children to develop more courage to face themselves as they truly are. Focus on the feelings of the people involved rather than the content of the story each child tells. Let him know you appreciate his courage to tell the story.

After a thorough review of what each child said, summarize as a group, to the effect that just because we have bothered someone does not necessarily mean that we are "bad" people. It means that we bothered someone, and now if we want to stop bothering them we know more about how to do it. Evaluate together the manner in which the group proceeded.

Unit 6

Week 16 – Exposure to Social Interaction Activities

Friday – Somebody Told Me Something, But Did Not Mean It

This is one of the most important activities of the program. Every child, in order to become an emotionally mature and effective personality, must be able to distinguish between sincere and insincere communication.

There is a natural tendency on the part of everybody to say things for manipulative rather than for helpful purposes. While the manipulative individual is almost always motivated by his own personal insecurity, there nevertheless are far too many insecure people in the environment, and the child will be infinitely better off if he can learn to tell when he is being misled by insincere communication. And he will be still better off if he can learn how to cope with it.

These important objectives are accomplished by allowing the children to share their experiences in which they believed they were the victims of insincere communications. Ask each child who relates an incident how he felt at the time – and now. You may wish to take your turn first in order to demonstrate to the children what is desired. Be sure to describe your own feelings.

Be aware of the fact that there is bound to be some degree of distortion in the accounts that the children give. Distortion occurs because of the natural tendency that we all have to perceive ourselves as being the helpless victims of "mean" people, as well as our natural tendency to confuse our hopeful expectations with genuine commitments from other people.

Bear in mind that whenever a child is victimized by insincere communication, he then tends to feel more inclined to become inauthentic in his own communications, rather than to continue his tendency to express himself in authentic ways.

As time permits, allow the children to comment as extensively as they are able about each other's experiences.

As usual, review, summarize, and evaluate the activity.

TRANSFERRING LEADERSHIP FROM TEACHER TO CHILD

Unit 6 – Weeks 17 and 18

Six weeks of training, sharing in the decision-making process, and some leadership training has now occurred.

If no child has thus far volunteered to practice in the leadership role, strongly invite one of the more courageous children to accept the leadership position under your very close guidance. Almost always, more than one child will volunteer to be the leader.

If, for example, ten children volunteer, then you might assign each one of the next ten days to a given child, and he will then know that he can look forward to that particular day and know with assurance that he will definitely be the leader. This is a major event for the child, who is looking forward to it with a strong admixture of positive and negative feelings. On the one hand, the child is delighted with the prospect of being important and asserting himself in a powerful role. On the other hand, some negative feelings are activated as a form of stage fright, in which the child will be apprehensive about the competence of his performance. These negative expectations will be markedly reduced by the children's observation of the close support and positive guidance that you provide.

LEVEL II (Second Grade)

Overview for the Semester

Second Semester

Unit 7 – Three Weeks on Awareness

Week 19 – Exposure to Awareness Activities
Weeks 20 and 21 – Experience with Awareness Through Children's Choice and Child Leadership

Unit 8 – Three Weeks on Mastery

Week 22 – Exposure to Mastery Activities
Weeks 23 and 24 – Experience in Mastery Through Children's Choice and Child Leadership

Unit 9 – Three Weeks on Social Interaction

Week 25 – Exposure to Social Interaction Activities
Weeks 26 and 27 – Experience with Social Interaction Activities Through Children's Choice and Child Leadership

Unit 10 – Three Weeks on Awareness

Week 28 – Exposure to Awareness Activities
Weeks 29 and 30 – Experience with Awareness Through Children's Choice and Child Leadership

Unit 11 – Three Weeks on Mastery

Week 31 – Exposure to Mastery Activities
Weeks 32 and 33 – Experience in Mastery Through Children's Choice and Child Leadership

Unit 12 – Three Weeks on Social Interaction

Week 34 – Exposure to Social Interaction Activities
Weeks 35 and 36 – Experience in Social Interaction Activities Through Children's Choice and Child Leadership

LEVEL II (Second Grade)

SECOND SEMESTER

Unit 7 – Three Weeks on Awareness

Week 19 – Exposure to Awareness Activities

Monday:	Feeling Good and Bad About The Same Thing
Tuesday:	I Know The Good Results of My Behavior
Wednesday:	My Wild Imagination
Thursday:	I Know The Bad Results of My Behavior
Friday:	Funny Feelings in My Body When I Was Scared

Weeks 20 and 21 – Experience With Awareness Through Children's Choice and Child Leadership

Each day the children are reminded of the 5 activities and allowed to vote on which one they want. Do whichever activity more than 50% want. If some topic is avoided regularly, urge the group to face it, even if only some will agree to participate.

The teacher leads the activities of the 19th week, turning over the leadership role to the children in the 20th and 21st weeks. See page 89.

Week 19 – Exposure to Awareness Activities

Monday – Feeling Good And Bad About The Same Thing

The purpose of today's activity is to give the children an opportunity to learn two basic facts of emotional life; that mixed feelings are both common and natural. The major point is that we usually do not feel just one way about something. For example, for every child there are some things about school that he likes and other things that he dislikes.

Mixed feelings constitute an important problem, meriting special interest and attention. One of the main differences between an immature person and a mature person is that an immature person tends to polarize his attitudes, developing an extreme of either like or dislike. In contrast, a more mature person is able to tolerate a more mixed state, feeling both ways at the same time.

Most things in life are not all one way or all another way. It is true that there are two sides to every story. A child who can maintain at the conscious level of awareness his natural mixed feelings is in a superior position to effectively communicate. He can do so easier than a child who can only express at the conscious level either his negative or his positive feelings about something, but never both feelings at the same time. This latter child, the more immature one, being blind to the other side of his mixed feelings, tends to conclude that things are either all good or all bad, and his behavior in relation to these things can only be rigid and never flexible.

Give the children a recent personal example, and then allow them to each have a turn at telling of some experience which produced a good feeling and a bad feeling in them. As often as is possible, have them label the good feeling and the bad feeling.

The children should be encouraged to describe, *rather fully*, what it is they like about the thing and what it is they dislike about the thing. It is imperative that you focus your attention upon the issue of *the simultaneousness* of pleasant and unpleasant feelings rather than to get sidetracked into the content of what the children are talking about.

Be sure to model good listening, reflecting back to the children what you hear them saying. Ask other children to do likewise. Show good listeners your appreciation. At the end of the session, summarize and evaluate what was learned and how the group conducted itself.

Week 19 – Exposure to Awareness Activities

Tuesday – I Know The Good Results of My Behavior

The purpose of today's activity is to bring sharply into the awareness of each child the fact that he can behave constructively. Such behavior means doing anything which is productive or contributive to the welfare of another person.

Every child feels, at least to some small extent, that he is both inadequate and bad. This activity then, is intended to counteract these negative self-concepts. To have the child be reminded, through his own expression, of the reality that he has done something that is either productive or kind, very realistically helps him to build a positive self-view.

Give each child an opportunity to tell about a time when he did something kind for another person. Ask him to tell how the person felt and how he knew they felt that way. Ask him about his own feelings.

Encourage the children to review what each child said. Summarize to the effect that by having the opportunity to listen to the productive and kind behaviors of other children, we can learn more ways to be constructive.

Week 19 – Exposure to Awareness Activities

Wednesday – My Wild Imagination

The purpose of today's activity is to counteract the notion children ordinarily have, that thoughts they consider to be strange, mark them as deviant and socially undesirable people.

There seems to be a conspiracy of silence in which most of us keep our wilder thoughts to ourselves. By doing this, we tend to reinforce each other's theory that nobody has wild ideas except me.

It is never healthy for a child to believe that he is deviant or unacceptable because of thoughts. While it is true that people who behave in deviant and socially irresponsible ways have wild thoughts, it does not follow at all that everyone who has wild thoughts implements them by parallel behavior.

The children will gain a feeling of being less deviant by having the opportunity to listen to the strange thoughts of other children, and it will help them to clarify the difference between thinking something that is wild and doing something that is wild. A further benefit will be a reduction in the tensions that are sometimes associated with wild thoughts by the simple avenue of verbal catharsis.

Today we are going to have a chance to show each other just how many different thoughts we can come up with. Present a few thoughts, some that get quite fanciful, but just enough to get the children started.

Give every child a turn as he volunteers. Be sure to reinforce each child for his efforts and whatever thoughts he is able to come up with. After each child contributes, tell the children that they are beginning to get the idea more and more, and then encourage them to come up with more ideas, more different ideas, and even more fantastic ideas.

At one point, the game will suddenly catch on and many of the children will want to talk at the same time. But today it is important to give *every* child a turn. Tomorrow they will be able to have more turns. Reinforce patient, quiet listening.

Remember that many children's minds are way ahead of their ability to verbally report them. You may wish to let the children know that you are aware of this – especially children who do not possess a lot of verbal facility. Our focus today is on what our minds can do – and all of us have minds that can do it.

Summarize to the effect that all of us have a lot of ability to imagine many different things. Ask them to tell how it feels to know they have this ability.

Week 19 – Exposure to Awareness Activities

Thursday – I Know the Bad Results of My Behavior

An almost universal blind spot in all children is that they often do not know the bad results of their behavior. Children have only limited experience and rarely can see the larger picture. When they are involved in some destructive behavior, they almost always see it in a narrow vein and as being something of only limited consequence.

Any child will be a more effective and constructive person if he has the opportunity to talk about and listen to other children discuss the bad results of their behavior. Talking about and listening to these issues will broaden the child's perspective about who is harmed by his behavior.

Ask each child, as he participates, to tell about how the person who was affected seemed to feel. Ask him how he felt then – and now.

Be sure to show your appreciation to each child who speaks and to the children who demonstrate good listening. Also be sure to take your turn, telling about a time recently or when you were a child, when you hurt someone's feelings by some act.

In summary, special emphasis should be placed on how the behavior sooner or later produces unhappy feelings in one or more persons. Discuss whether or not people who make other people feel bad like themselves and respect themselves.

Week 19 – Exposure to Awareness Activities

Friday – Funny Feelings in My Body When I Was Scared

The purpose of this activity is to help each child to become aware of the fact that instead of being detached from his body, he literally is his body. This knowledge is reinforced by telling about and listening to the wide range of feelings that are experienced in different parts of the body.

Some of the more usual feelings that children experience are sensations of warmth and cold, hunger, excitement, pain, tingling sensations, stiffness, and strange noises. These sensations are usually difficult to express in words.

Children are often frightened by experiencing strange bodily sensations and needlessly feel ashamed or embarrassed. By telling about and listening to the experiences of others, these negative impressions are reduced.

Give a turn to those children who wish to speak. Be sure to take your turn. By asking open-ended and specific questions help each child to express how his body felt when he was scared.

Children who do not speak are receiving practically the same benefits from the session as those who are more able and free to verbalize.

As usual, review, summarize, and evaluate the activity.

TRANSFERRING LEADERSHIP FROM TEACHER TO CHILD

Unit 7 – Weeks 20 and 21

It is now assumed that quite a few children have served in the role of leader. While this has been of great significance for each of these children, it has also been of significance for the other children, because they have been learning by observation and are getting more and more ready to display their budding leadership capability through the simple method of imitation.

Whether the leader is the teacher or the child, it is important that every child be given an opportunity to express himself, especially the most shy and withdrawn ones. The leader, whether teacher or child, should encourage full expression on the subject of the day, and should encourage the children to comment upon each other's comments.

The leader should serve mainly as a catalyst to keep the ball rolling and to be sure that everyone has a turn. He should strive to maximize the expression of each participant without allowing any one child to monopolize the time. He should be interested, tolerant, and say as little as is necessary in order to serve his function. He should reserve his comments about what some child is saying until all of the other children who wish to comment have first had an opportunity to do so.

The leader, whether it is teacher or child, should never make a disapproving statement about anything that another child has said. Where such a comment would seem to be vital, then these criticisms should be elicited from other children rather than the leader.

Unit 8 – Three Weeks on Mastery

Week 22 – Exposure to Mastery Activities

Monday:	If I Could Do Anything I Wanted To Do
Tuesday:	I Did Something That I Was Proud Of
Wednesday:	I Did Something I Was Supposed To Do
Thursday:	I Did Not Do Something I Was Supposed To Do
Friday:	How I Can Tell the Difference Between Real and Not-So-Real

Weeks 23 and 24 – Experience in Mastery Through Children's Choice and Child Leadership

Each day the children are reminded of the 5 activities and allowed to vote on which one they want. Do whichever game more than 50% want. If some topic is avoided regularly, urge the group to face it, even if only some will agree to participate.

The teacher leads the activites of the 22nd week, turning over the leadership role to the children in the 23rd and 24th weeks. See pages 106 and 107.

Week 22 – Exposure to Mastery Activities

Monday – If I Could Do Anything I Wanted To Do

The function of today's activity is to give recognition to the power strivings that are universal in children. All children feel helpless to a very large extent, even though this is often not very apparent when one observes some of the daring things they do. However, the underlying feeling in every child to a very large extent is a feeling of helplessness. Nature's adaptive compensatory mechanisms are twofold; one is for the child to acquire effective skills so he can do things for himself intead of being helpless; the other is a fantasy form of wish-fulfillment in which the child's imagination gives him substitute gratification for those powers which he would like to have but does not.

Extend an open invitation to the children to tell about what they would do if they could do anything they wanted to do. Ask them how it would make them feel. Encourage open communication among the children.

By talking about what he could do if he had great power, the child relieves some of his tensions from feelings of helplessness. He also loses some of his feelings of being unique or "crazy", because he heard other children discussing their fantasies.

Review and summarize to the effect that we all can have these kinds of fantasies, and it feels good to tell each other about them.

Evaluate together the manner in which the group proceeded.

Week 22 – Exposure to Mastery Activities

Tuesday – I Did Something That I Was Proud Of

The hallmark of the emotionally healthy and mature person is that he likes himself. If a person truly likes himself, he will behave in such a way as to be proud of himself. By telling others of the behavior for which he is proud, the child gains affirmation of his social value. He is then even more prone to like himself.

A further benefit of this activity is that children need an opportunity to "brag", and the very nature of the topic gives them a legitimate opportunity to do so. (However, distinction should be made between bragging and excessive bragging. The person who excessively brags is revealing his deep feeling of insecurity and his great need for reassurance.)

Ask the children to tell about something that they did for which they felt proud of themselves. Be sure to take your turn too. Ask them how they felt when they did the thing they tell about – and now, by inquiring, "How does being proud feel?" Help him to be as thorough as possible in his response.

Review together what each child said, giving an opportunity to the children to demonstrate how well they listened and paid attention to each other.

Summarize, as a group, discussing how important it is to share these high points in our lives with each other, and to know that it's O.K. to "brag" in a circle session.

Week 22 – Exposure to Mastery Activities

Wednesday – I Did Something I Was Supposed To Do

The emotionally mature person is a responsible person. The purpose of this activity is to focus the children's awareness on the importance of responsibility. Responsibility is such an important issue that it deserves to be focused upon directly, rather than hazarding the chance that the child will feel reinforced through the praise that he receives all day long for having done things responsibly.

Discuss with the children how, when there are things we are supposed to do, there is always a reason for it and the reason is almost always to benefit us or to benefit someone else. Thus responsibility refers to the behavior that is associated with producing better feelings in people.

When the child is telling what he did, ask him to tell who benefited from it and how that person benefited. Ask him how the action made the person feel. Then ask him how it made him feel.

Emphasize, in the summary discussion, that responsible behavior produces good feelings, and irresponsible behavior produces bad feelings.

Week 22 – Exposure to Mastery Activities

Thursday – I Did Not Do Something I Was Supposed To Do

This is the opposite side of the coin of Wednesday's activity, and its purpose is to help the children become more keenly aware of the fact that it is within their power to behave responsibly or irresponsibly, as they may choose. It is up to them. This is a point that should be stressed.

Almost invariably, when a child does not do something he is supposed to do, he will have an excuse. It is helpful for the children to evaluate the degree of legitimacy of the excuse they come up with, after they tell what they did not do that they were supposed to do. Evaluation of the legitimacy of any child's excuse should come from several other children, and this should rarely be the function of the teacher.

Discuss with the children how sometimes they are expected to do something, especially by an adult, and they may not understand why it is important. The children should be encouraged to share their ideas with each other about why any given child may have been asked to do something for which he cannot see a good reason.

Return to the focal point of the activity by inviting the children to tell about a time when "you did not do something that you were supposed to do". If the child gives an excuse, invite the other children to comment on it. Ask each child who speaks if he knows how the people in his account felt.

Be aware of the fact that sometimes an unreasonable demand is made upon a child. If you have the impression that some child is discussing an unreasonable demand that has been made upon him, it should not be your function to say so, but rather it is your job to elicit the opinions of the other children.

After a review of what each child said, summarize together that when we do not do something we are supposed to do, this will very often produce a bad consequence or a bad feeling in someone.

Week 22 – Exposure to Awareness Activities

Friday – How I Can Tell the Difference Between Real and Not-So-Real

This topic is a variation of the activity of Something Real and Something Make-Believe that was found in the last unit on Mastery.

The purpose of this activity is to help the child to more articulately perceive and to talk about the reality probability of what he is perceiving.

What can be most often expected in this activity is that the children will be discussing such things as paintings on the wall being real in paint, but not the scene that is depicted. Another common theme is the identification of synthetic objects, such as things that are made to look like wood, but are really made of plastic.

Each child should be encouraged to first tell one thing that is real and what the characteristics of that real thing are, as well as by which of his bodily senses he can tell that it is real. Following this, the child should then identify something (but not necessarily something in the classroom) and tell by the presence, or absence, of what characteristics he has made the decision that it is not so real.

Reinforce his ability to verbalize and tell the difference between real and not-so-real. Show your appreciation for the contribution.

As a group, summarize to the effect that our senses help to tell us what is real and what is not so real, and how good it is to know that our ability to distinguish between the two is getting better all the time.

TRANSFERRING LEADERSHIP FROM TEACHER TO CHILD

Unit 8 – Weeks 23 and 24

Looking at the 180 day school year, we see the following division: Level II provides for one-half of the time to be devoted to training days, and that means that ninety days must be led by the teacher. The maximum number of days possible for child leadership training is, therefore, ninety also. It will probably be less than ninety days because it is not too likely that there will be very much child leadership during the fourth unit. But if there are, for example, thirty children in a class, with ninety days open for child leadership, then each child would have no more than three opportunities to lead the circle sessions.

At this stage, the most likely problem will be to hold back those who are more eager and to encourage the less courageous children to accept the role of leader. In this unit, the leaders will be the less assertive personalities, because in previous units those who are more courageous have had a turn.

The main point to be remembered in giving leadership training is that it is more important that the child experience confidence for what he can do than that he learn a great deal about leadership. If going over the traces of good leadership points in an academic way produces feelings of frustration or failure in the child, his confidence will have been undermined.

There is a general hierarchy of importance in the acquisition of leadership skills. They are roughly, but not precisely, as follows:

1. The child shows the courage to volunteer for the leadership role.

2. The child leader, using the teacher's assistance in reading the topics that they may choose from, determines which topic most children want.

3. He manages, under guidance, the matter of establishing the necessary climate for good listening.

4. He calls on the children who are raising their hands and sees to it that every child, even the most shy, gets an opportunity to have a turn.

5. The child leader sees to it that there is little or no digression from the basic topic of the day.

6. The child leader encourages each child to express himself fully, because this is essential for emotional development. It can never be stressed too often that these sessions are not held for the purpose of developing oral expression. Rather, they are for increasing the understanding of the emotional and mental life, acquiring more self-confidence, and improving the understanding of constructive social interactions.

7. The child-leader listens carefully to what is being said, and serves in a feed-back role to be certain that the child who is expressing himself knows he is being understood.

8. The child-leader checks periodically to see that everyone is listening, and accomplishes this by every now and then asking who can repeat what another child has just said.

9. The child-leader encourages the children to comment and tell their feelings about what some other child has just said.

10. The child-leader sees to it that no child is put down or criticized unfairly. If such an event does occur, he will mobilize the protective instincts of the other children for the child who may be such a target. He may need your help in this.

11. The child-leader is sensitive to when the chosen subject of the day has been exhausted, and at this point, he takes the responsibility for leading a review of what each child said in the session.

12. The child-leader seeks the evaluation of his skill as leader, and requests constructive suggestions to improve his future leadership.

Unit 9 – Three Weeks on Social Interaction

Week 25 – Exposure to Social Interaction Activities

Monday:	I Made a Promise and Kept It
Tuesday:	How Someone Hurt My Feelings
Wednesday:	I Did Not Know How To Ask For A Favor
Thursday:	How I Included Somebody That Needed To Be Included
Friday:	I Told Somebody Something, But I Did Not Mean It

Weeks 26 and 27 – Experience With Social Interaction Activities Through Children's Choice and Child Leadership

Each day the children are reminded of the 5 activities and allowed to vote on which one they want. Do whichever activity more than 50% want. If some topic is avoided regularly, urge the group to face it, even if only some will agree to participate.

The teacher leads the activities of the 25th week, turning over the leadership role to the children in the 26th and 27th weeks. See page 115.

Week 25 – Exposure to Social Interaction Activities

Monday – I Made A Promise and Kept It

The objective of the mastery theme is to develop children with responsible competence. The major purpose of this activity is to build good character.

Encourage each child today to tell about a promise he made and kept. Ask him how he felt at the time he kept the promise – and now. Ask him also how the other person felt and how he knows how he felt.

Encourage, among the children, open discussion related to the topic.

After a review of what each child said, summarize as a group, the following major points:

1. That when a promise is made and kept, the person who has been so obliged has been well treated and should feel good toward the person who kept his promise.

2. When we keep a promise that we made, we behave in such a way that we like ourselves and thus increase our sense of self-esteem. Therefore, when a promise is kept it is good for both parties.

Evaluate together the manner in which the session proceeded.

Week 25 – Exposure to Social Interaction Activities

Tuesday – How Someone Hurt My Feelings

This is usually a very popular activity, because everybody has their feelings hurt.

The main purpose is to provide the opportunity for the children to learn from each other the large variety of ways in which people's feelings can be hurt. It gives them the opportunity to identify with the hurt party and also with the person who did the damage.

Telling about and listening to such experiences, the child's awareness is keenly zeroed in on the basic equation of one person's behavior causing painful feelings in another person.

Ask each child to tell about a time when someone hurt his feelings. Ask him to describe, in as much detail as possible, how he felt at the time. Allow the other children to make comments guiding the discussion around the idea that everyone experiences this deep kind of pain and feels the need to complain about it.

As time permits, encourage the children to come up with constructive suggestions for each other as to how they can avoid getting their feelings hurt in the future.

As usual, review, summarize, and evaluate the session, as a group.

Week 25 – Exposure to Social Interaction Activities

Wednesday – I Did Not Know How To Ask For Something

The purpose of this activity is to help the children to learn ways to overcome the natural embarrassment involved in exposing one's self to possible refusal when we ask someone for something.

By listening to the struggles of the other children in this somewhat unfamiliar area, the children develop an increased feeling of being an ordinary member of the human race rather than being unworthy, because they can see that everybody has trouble in this area.

Ask each child who describes an incident in which he wanted something but did not know how to ask for it, how he felt at the time. Ask him if he knows whether or not the other people involved knew of his desires. Encourage the other children to make suggestions to the child about how he could go about asking for something in the future.

Review, as a group, what each child said, providing an opportunity for the children to demonstrate how well they listened and paid attention to each other.

Summarize together the important things learned in the session.

Week 25 – Exposure to Social Interaction Activities

Thursday – I Included Somebody That Needed To Be Included

Good social relationships are characterized by inclusion, warmth, and sharing in the decision-making process. Today's lesson brings into sharp focus the important social skill of knowing how to include a person who is feeling left out. The child who learns to behave inclusively toward other people is respected, appreciated, and also much less likely to suffer from loneliness.

By listening to the ways in which other children included some child, their repertoire of inclusive behavior is broadened.

As each child tells his story, invite cross-comments from the other children in terms of who they thought was feeling either bad or good, and why they thought so. Ask the child telling the story how he felt then – and now.

The other children may also be invited to discuss how they would have reacted under these circumstances, in the same way or differently.

After a thorough review, summarize together stressing how each one of us has it in our power to make other people feel good by including them when they want or need to be included.

Week 25 – Exposure to Social Interaction Activities

Friday – I Told Somebody Something, But I Did Not Mean It

One of the most difficult things for every child, and for adults for that matter, is to be able to tell when they are receiving an honest or dishonest communication. It is equally important for every child to realize that they can mislead others by making insincere statements. Any person who tells things he does not mean is asking for trouble in his social relationships.

The object of today's activity is to help the children realize that by being insincere, they incur resentment, and they can best learn this by recalling such an episode and by listening to the other children.

Begin the session with a general discussion about how it feels when someone tells you something and you can tell they don't mean it. Now ask if anyone here has ever told somebody something when they didn't mean it. (Be ready to take your turn first if necessary.) Do not pressure the children to relate an incident, and show appreciation to those children who have the courage to take a turn, asking them how they and the other person felt, and how they feel now.

Be careful not to be judgmental toward the child who relates an incident, and encourage the other children to be accepting too.

Review together and summarize to the effect that we all have at one time or another misrepresented ourselves to another person, and always for a reason that makes sense to us at the time. What usually happens, however, is that we have made the other person feel bad. When we learn this, then we feel bad too, because we realize what we did.

TRANSFERRING LEADERSHIP FROM TEACHER TO CHILD

Unit 9 – Weeks 26 and 27

The child-leader, who is becoming more skilled, is now focusing his listening skills more and more on the *feelings* of the child who is telling of some experience, rather than on the content of what the child is telling about.

The child-leader helps the other children to focus their attention on the underlying feeling state rather than upon the content of the remarks.

LEVEL II (Second Grade)

Unit 10 – Three Weeks on Awareness

Week 28 – Exposure to Awareness Activities

Monday:	Somebody Makes Me Feel Good One Way, Bad Another Way
Tuesday:	In My Dream I Got What I Wanted
Wednesday:	I Got Very Mad At Myself
Thursday:	I Had A Very Scary Dream
Friday:	Something That Makes Me Feel Very Good

Weeks 29 and 30 – Experience With Awareness Through Children's Choice and Child Leadership

Each day the children are reminded of the 5 activities and allowed to vote on which one they want. Do whichever activity more than 50% want. If some game is avoided regularly, urge the group to face it, even if only some will agree to participate.

It is recommended that the teacher lead the activities of the 28th week, turning over the leadership role to the children in the 29th and 30th weeks.

Unit 10

Week 28 – Exposure to Awareness Activities

Monday – Somebody Makes Me Feel Good One Way, Bad Another Way

The purpose of this activity is to provide each child with the opportunity to feel more comfortable while experiencing both positive and negative feelings at the same time. This means at the conscious level and toward the same person. The emotionally mature person is conscious and realistic about the fact that he has mixed feelings about almost every person he is involved with. The less mature person is prone to intense likes or intense dislikes.

When a person who is immature has intense feelings of liking a person, then he is almost certainly denying, repressing out of his consciousness, the negative feelings he has toward that person. In the same fashion, when the immature person feels intense dislikes, he is pushing out of his consciousness, by denial and repression, the positive feelings that he has toward that person. In either instance, the child is not in tune with some of his true feelings. The child who does not know what his true feelings are cannot cope as effectively in life as can the child who is aware of his true feelings.

If need be, take your turn first. Then invite the children to take turns telling about someone they know. (Naming the person is not necessary.) Help the child to tell one thing he likes about the person and one thing which he doesn't like, by asking him, "In what way does the person make you feel bad?" "In what way, bad?" and other such questions.

The emphasis should be placed away from any kind of moralizing or the taking of sides about resentments. It should rather be placed on giving each child the opportunity to express both positive and negative feelings – increasing his awareness and showing acceptance for the child's efforts.

After reviewing what each child says, summarize to the effect that everybody has mixed feelings about the people they are involved with. The exposure to this kind of universal experience tends to reduce the child's sense of uniqueness and inferiority.

Evaluate together the manner in which the session proceeded.

Week 28 – Exposure to Awareness Activities

Tuesday – In My Dream I Got What I Wanted

Everybody dreams about an hour and a half or more every night. Most of this dreaming occurs in about twenty-minute spells during each approximately ninety-minute sleep cycle. Dreams seem to have the basic function of (1) wish fulfillment, (2) fear reduction, and (3) problem solving.

Today we are each going to have a chance to tell about a dream in which a wish came true.

The major purpose of today's activity is to help the child to become more aware of certain desires that he may be repressing. By telling what he got that he wanted in his dream, the child can best learn the wish-fulfilling aspect of dreaming.

By listening to the dream wishes of other children he can learn a great deal about desires that other people have.

Give a personal example of your own to get things started if necessary. Be sure that every child has a turn. At the end of the session summarize together about individual differences in wishes that come out in dreams and the basic purposes of dreams.

Week 28 – Exposure to Awareness Activities

Wednesday – I Got Very Mad At Myself

We all get mad at ourselves. One way this is expressed is that any given person is his own most severe critic. By talking about and listening to resentments that people have toward themselves, the children learn this is a natural phenomenon, and they feel less deviant when they find out they are not the only ones who ever feel like kicking themselves.

Be sure to take your turn, perhaps going first to get things started. Ask the children to tell about a time when they got very mad at themselves. Focus on the feelings, rather than the reason for the feelings, at the time the incident occurred – and now.

Show appreciation to each child for his participation and to those children who demonstrate that they are listening carefully.

After reviewing thoroughly together what each child said, summarize to the effect that sharing this kind of information helps us to become not only more tolerant of ourselves but more tolerant of other people too. Now we know that we are not the only ones who ever make mistakes. Other people are not on top of things at all times, either.

Week 28 - Exposure to Awareness Games

Thursday – I Had A Very Scary Dream

All children have scary dreams, but they very seldom have the opportunity to learn that this is true. Most children live in quiet terror thinking they are the only ones who ever have bad dreams. This erroneous conclusion is rectified quite effectively as they listen to the scary dreams of other people.

Discuss the following with the children: That in one part of our thinking, a part of which we are not usually aware, there is an effort to help us become less frightened about something. While nobody really understands how this works in dreaming, the purpose of a scary dream is to help us become less frightened. Sometimes the dream helps us to come up with some way of solving the problem of dealing with something that is going to be frightening in the future.

Encourage the children to tell about their dreams as fully as possible. An excellent means of doing this is to have the child role play each of the elements in his dream. For example, if the child dreams that he has been chased by a tiger in the jungle, ask him to say, "I am the tiger," and in the voice of the tiger say what he is thinking, feeling and doing in the dream. Then ask him to give voice to the jungle and describe his role or function in the dream by saying, "I am the jungle" . . . (and then, finishing this) encourage the child to give such voice to all other elements in the dream.

This is one of the most advanced forms of understanding dreams and will greatly enhance the children's ability to interpret their own and also each other's dreams. Summarize with the children how beneficial it is to know that scary dreams have a helpful purpose and now we know a way to understand them better.

Week 28 – Exposure to Awareness Activities

Friday – Something That Makes Me Feel Very Good

This is a very popular topic and will often be chosen. Children love to have the opportunity to tell about what excites or pleases them. There is no special point to this activity, other than to help the children become aware of the importance to them of their good feelings, which is one of the main incentives for us all. It also provides the children with the opportunity to learn about different things that can make other people feel good, simply by listening to what excites others.

Offer every child a turn. Help each one to focus on the good feelings rather than the cause. Invite open, cross-communication between the children, showing your appreciation to the participants and the good listeners.

After reviewing what each child said, summarize to the effect that we have gained some information about each other and we now know each other even better.

LEVEL II (Second Grade)

Unit 11 – Three Weeks on Mastery

Week 31 – Exposure to Mastery Activities

Monday:	Something I Can Do Very Well, and Something I Just Can't Do Well
Tuesday:	Something I Just Learned How to Do
Wednesday:	How I Got Myself In Trouble
Thursday:	I Had A Hard Time Choosing Between Two Things
Friday:	I Knew The Truth, But I Lied Anyway

Weeks 32 and 33 – Experience in Mastery Through Children's Choice and Child Leadership

Each day the children are reminded of the 5 activities and allowed to vote on which one they want to play. Do whichever activity more than 50% want. If some topic is avoided regularly, urge the group to face it, even if only some will agree to participate.

The teacher leads the activities of the 31st week, turning over the leadership role to the children in the 32nd and 33rd weeks.

Unit 11

Week 31 – Exposure to Mastery Activities

Monday – Something I Can Do Very Well, and Something I Just Can't Do Well

One of the most fundamental problems for all of us is the need to resolve our feelings of inadequacy. For all of us, there are things we can do well and things we can't do very well at all. The more a person can accomplish, the easier it is for that person to accept the limitations that he has.

It is important for every child to realize that he cannot do everything well, and he must be able to accept himself for those things he can do and not base his self-esteem solely upon those things that he has little aptitude for, or has not yet mastered.

The purpose of today's activity, therefore, is to provide the children with an opportunity to develop a more positive and reasonable attitude about their sense of adequacy.

By telling about what they can and cannot do well, and by listening to the other children, the children should develop a more tolerant and sympathetic attitude about themselves and other people, and they should also acquire a reduced sense of feeling deviant and inferior as they see that everybody has their limitations.

Give each child who wishes to speak an opportunity to tell about something that he can do very well and something he feels he can't do very well. Then encourage the children to come up with helpful suggestions for each other as to how they may improve their skill in some desired area. Be sure to ask each child how he feels about the thing he does well and the thing he feels he doesn't do well.

After reviewing, summarize together how we all have feelings of accomplishment and feelings of inadequacy too, and how it helps us to share our feelings about both, so we can know ourselves and each other better.

Evaluate the session, as a group, with respect to how well it proceeded and how it could be improved.

Week 31 – Exposure to Mastery Activities

Tuesday – Something I Just Learned How To Do

This activity provides the children with the opportunity of being mildly exhibitionistic about some accomplishment. All children seem to delight in mastering a new challenge and in being able to brag about it.

These needs should be considered as legitimate for children as they are for adults.

The feeling of accomplishment and the social recognition associated with the opportunity for its public announcement are strong incentives that encourage the child to strive for further mastery.

Be sure that every child has a turn. If some of the children cannot recall something special, ask the other children to mention something they know of that these children can do – or do this yourself. Then ask the child to tell about how he learned to do it. Always focus on the child's feelings rather than the content.

As usual, review, summarize, and evaluate the activity.

Week 31 – Exposure to Mastery Activities

Wednesday – How I Got Myself In Trouble

The purpose of this activity is to help the child to recognize that often he is the active agent, rather than the passive victim, when he gets into trouble.

Begin the session by going first, if need be, by telling about a time when you got yourself into trouble. This could have been recent or long ago. Place the emphasis on how you at first saw yourself a victim, but how you later realized that you had a large share in causing the trouble. Tell about the feelings of the people involved in the episode, especially your own.

Without pressuring, encourage every child to take a turn. Ask him to tell how he began to recognize his part in causing the trouble. Ask him also about how he felt.

Allow cross commenting of a constructive nature among the children. Be sure to show your appreciation to the children who demonstrate the courage to participate. They have made an important step in owning their own responsibility for their behavior. This point should be made in the summary.

Week 31 – Exposure to Mastery Activities

Thursday – I Had A Hard Time Choosing Between Two Things

It is important in presenting this activity to the children that the matter of a *hard time* be stressed, because there is little challenge otherwise. When a child has a chance to choose between two things, one that he wants very much and another that he does not care about, there is no problem. When a child is confronted with the opportunity to choose between two things of almost equal attraction, then he has a difficult problem to resolve, and different children resolve this dilemma in different ways. It is instructive for the children to listen to each other's choice and to hear the reasoning behind the way they made their choice.

Ask each child to tell about a time when he had a very hard time choosing between two things. Help him to fully relate what happened and how he felt at the time. Ask him also if he now feels he made the best choice.

Be sure to show your appreciation to the children who volunteer to speak, and reinforce the good listeners.

Summarize as a group, to the effect that the ability to make decisions, and especially to be able to make the wisest decision, is an important matter for everyone, and now we might know more about how to do it.

Week 31 – Exposure to Mastery Activities

Friday – I Knew The Truth, But I Lied Anyway

This is a character building experience. All children lie, and there are many different reasons why. Generally speaking, it is the more insecure child who lies the most. Lying usually serves a protective function, to help the child avoid either punishment or expected rejection or embarrassment. Another major motive for lying is to be able to acquire some object or privilege which the child believes he is not going to get otherwise.

Even though our motive in presenting this activity is to aid children in becoming more able to tell the truth, we wish to help them to realize that everyone has lied at one time or another and that they do for reasons of supposed self-preservation.

Tell about a time when you were their age when you deliberately lied. Tell them why you did this but concentrate on the repercussions and your feelings about it then – and now.

After this, being careful not to use any pressure, allow each child who volunteers to tell about a time when he lied. Help him to direct his story around the outcomes or repercussions of his actions – which he probably didn't expect. Ask him about his feelings at the time that he lied – and now. Guide the discussion with the other children around these points with respect to the story each participant relates. Do not allow other children to become derogatorily critical of each other. Reinforce good listening, and show your appreciation to each child who shows the courage to relate an incident.

The important issues to be focused upon in the summary are threefold:

(1) That it is within each child's power to either tell the truth or lie. It is his decision.

(2) When a person lies, he is mistreating another person, because we rely upon each other for valid information; and

(3) The main point is that a person who lies does not like himself, and that every time a person lies, he increases the degree of dislike he has for himself. Nobody likes a liar, even if the liar is that person himself.

Unit 12 – Three Weeks on Social Interaction

Week 34 – Exposure to Social Interaction Activities

Monday:	Somebody Would Not Let Me Play With Them
Tuesday:	I Wanted To Help, But Did Not Know What To Say
Wednesday:	I Made A Promise, But Did Not Keep It
Thursday:	I Got Attention, But They Got Mad At Me
Friday:	I Can Get Attention and Still Have People Like Me

Weeks 35 and 36 – Experience With Social Interaction Activities Through Children's Choice and Child Leadership

Each day the children are reminded of the 5 activities and allowed to vote on which one they want. Do whichever activity more than 50% want. If a topic is avoided regularly, urge the group to face it, even if only some will agree to participate.

The teacher leads the activities of the 34th week, turning over the leadership role to the children in the 35th and 36th weeks.

Week 34 – Exposure to Social Interaction Activities

Monday – Somebody Would Not Let Me Play With Them

This is an important issue for every child. The purpose of this activity is to increase the children's understanding of things they could do to increase their attractiveness to be included as playmates. Further, it helps them to see that others also feel bad when they are the one who is rejected.

We assume that each child who has met with rejection might try again for inclusion if he had a better idea to try with.

As each child presents the way in which he experienced rejection, ask him how it made him feel. Then, the other children are invited to offer him helpful suggestions that might increase his chances for inclusion the next time. Some of the suggestions given will be inadequate or inapplicable, but each child should have as many suggestions made as possible. Ask him if any of the ideas fit and seem useful. The possibilities are that at least one might be accepted by the child.

Try to be sure that every child has a turn.

After reviewing what each child said, summarize, as a group, to the effect that everybody meets with rejection, that it is unpleasant for all of us, that we usually would do better if we had more ideas, and how willing most people are to offer us ideas that might work better.

Evaluate together the manner in which the session proceeded.

Week 34 – Exposure to Social Interaction Activities

Tuesday – I Wanted To Help, But Did Not Know What To Say

The desire to be helpful seems to be a deeply ingrained propensity in all people. Children, lacking experience, but wishing to be helpful, often will either do or say the wrong thing. Even though their intentions are benevolent, often they will do nothing.

The purpose of this activity is to allow each child to present an episode in which he wished to be helpful, but did not know what to do or say. The opportunity is thus open for him to listen to the helpful suggestions that will eagerly come forth from the other children. As many children may come up with helpful suggestions as possible, but this series may be terminated as soon as the child who presented the problem says he has received guidance that will fit for him and that he will be able to use next time.

An additional benefit of this session lies in the ideas the children get by listening to the positive and constructive suggestions of the other children.

After reviewing, summarize with the children how we all frequently want to be helpful, but we feel awkward and refrain. Discuss also how good it is to be able to give and receive suggestions.

Week 34 – Exposure to Social Interaction Activities

Wednesday – I Made A Promise, But Did Not Keep It

Needless to say, broken promises increase friction and mistrust in human affairs. The child who is developing a healthy personality and good character will keep his promise, but if he is not going to be able to keep a promise, then he should not make a promise in the first place. A large amount of trust is essential for cooperative and harmonious relationships. When a promise is broken, the person who is at the receiving end is bound to suffer disappointment and resentment, and the person who broke the promise is bound to lose self-respect.

Encourage the children to tell of a promise that they made and did not keep. They should be encouraged to tell as much of the background behind the episode as is necessary for everyone to understand the situation. Allow them to give their explanations as to why the promise was not kept.

Encourage cross-comments and constructive suggestions for the future from the other children.

Some children will be reluctant to tell about a promise they did not keep, but these more reserved children will be encouraged to do so as they observe the more courageous ones. Even if a child does not speak in the circle, he learns important things just from listening.

Review and summarize together about how important kept promises are for keeping friends and for keeping good feelings about one's self.

Week 34 – Exposure to Social Interaction Activities

Thursday – I Can Get Attention and Still Have People Like Me

The fundamental thing that people want from each other is attention. If the attention is kind *and respectful* for the child it is so much the better. However, for most children, if the only way they have thus far learned to get attention is by being disruptive or negative, then they are usually willing to suffer the punishment or rejection in order to get at least some notice.

Those children who only know how to get attention in negative ways would, in most instances, prefer to get *attention and approval* rather than *attention accompanied by disapproval*, if it is at all within their power to do so.

This activity thus provides an excellent opportunity for children to learn, by listening to others, new ways they might possibly employ in order to get attention accompanied by approval rather than disapproval.

Ask each child, as he tells about how he got attention and approval, to tell how he felt when he received it. Ask him if he thinks he knows how the person who gave him the attention felt.

After reviewing, summarize to the effect that everyone needs and wants attention and how it feels good to receive approval too. Also discuss how good it is to share ways in which we can get attention and approval.

Week 3[illegible] – Exposure to Social Interaction Activities

Friday— I Got Attention, But They Got Mad At Me

This is a variation of the activity used yesterday. Its basic purpose is the universalization aspect, in which the children, by listening to the others, find out that all children at times have trouble getting attention that is accompanied by approval.

The other beneficial aspect occurs as the leader invites the children to make positive suggestions to each other about how the child presenting could have gotten the attention he wanted or needed without getting another person mad at him. It is better that the children, rather than the teacher, serve this function.

Show your appreciation to each child who speaks. Ask him how he felt before and after the people got mad at him.

As usual, review and summarize how we all need attention, and although disapproval usually feels bad, often it seems better than no attention at all. Discuss also the benefits of giving and receiving suggestions from each other.